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ABSTRACT

Ten community colleges in Texas sent participants to a faculty and administrators' conference, whose purpose was to discuss all points covering basic-studies programs and to see where consensus and differences of opinion existed among the people who actually operate those programs. This transcript of the conference covers the following topics: (1) recruiting, including freedom of choice vs. assignment and transfer of courses; (2) counseling, including involvement of family; (3) placement and testing of students; (4) structure of educational program; (5) acceptance of program by college community; (6) development of positive student attitudes, goals and motivations; (7) culture conflict; and (8) program evaluation. (CA)

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TRANSCRIPT

Conference for Faculty and Administrators
of "Basic Studies-Type" Programs

November 20, 1970

Austin, Texas

Sponsored By
Compensatory Education Project
(Funded by an Office of Economic Opportunity Grant)
Junior College Division
Coordinating Board, Texas College and University System

UNIVERSITY OF CALIF.
LOS ANGELES

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INTRODUCTION

This is a transcript of the Conference for Faculty and Administrators of "Basic Studies-Type" Programs held in Austin, Texas, at the Commodore Perry, on November 20, 1970. The list of participants and an agenda follow the transcript.

This transcript is as faithful to the actual statements made as possible. Therefore, the proper English used in writing formal papers is absent. In order to retain the participants' statements without giving an interpretation, very few changes were made. In some instances credit for a statement may be given to the wrong person since voices are difficult to identify from a tape. In other instances no guess was made as to who made a given statement. In spite of these difficulties, this transcript seemed valuable enough to warrant wider distribution.

This conference was the first time the people involved with the Texas "Basic Studies-Type" programs had ever come together to discuss their programs. The purpose of the meeting was to discuss all points covering this type of educational program and see where consensus and where differences of opinion existed among the people who actually operate these programs.

Finally, sincere appreciation is due to the participants in the meeting and their colleges. All participants came at no extra remuneration and with the travel expenses paid by their colleges.

The Compensatory Education Project of the Coordinating Board, Texas College and University System sponsored the conference, and is funded through an Office of Economic Opportunity Grant.

"BASIC STUDIES-TYPE CONFERENCE:" NOVEMBER 20, 1970

Dr. Spencer: We gathered you here this morning because we thought a meeting like this would be to our mutual benefit. As you know the Coordinating Board has a project funded by the OEO to develop a state plan for education for the disadvantaged in community colleges. Basically we are supposed to encourage the community colleges in Texas to do more in the area of reaching out to educate people who might otherwise not normally come. In this area one of the most promising things seems to be the basic studies-type program. In our traveling around to visit you, we have seen such a wide variety of programs being conducted and so we thought we would benefit by gathering you together and that you would benefit by having a chance to exchange ideas.

So many things are being done so many different ways, we thought it would be interesting to see how much consensus we get and what points there really is considerable difference of opinion on. About the only ground rule is to request that you be as relaxed as you can and as informal as you can, and that we have a good, free and open discussion.

We have ten chairmen of various topics. These people are not supposed to be presenting information to you, they are simply selected to preside over a given topic and to try to see that we cover all of the points that we ought to cover under the topic. What I consciously tried to do in structuring the topics was to see that we proceeded through all of the main topics that needed to be discussed in the area of "basic studies-type" programs.

Our first discussion leader is Don Bass and his topic is Goals of Programs.

Don Bass: I suppose what I'll do here is just go down the material that Dr. Spencer has given us and we'll just go institution by institution and somebody from each institution can explain the role and the aims of each institution and I think we will find a great deal to profit from. The fact that there are so many different programs might make it a very helpful thing.

The College of the Mainland - this program is in its third year now. We feel like its the most important program we have in our college. Last year about 1,250 students graduated from our district high schools and we have an equal number according to statistics, an equal number of people who haven't made it that far, so they're out there in some kind of successful venture or not successful venture, but they are not in the educational game anymore. What we would like to do would be to get these other people back into the educational pose they want to be in. Our purpose in our developmental program is to help people get back into some kind of positive life-style to help them to obtain a skill, so that they can make an income and become independent operators who succeed in our country and good citizens. We want them to be able to read and write as well as they want to, but as a minimum to be able to read a newspaper, to be able to write those things they might have to.

These are very general goals or purposes. We're groping with the thing. We don't want these people to feel different. We don't want them to feel stupid because they can't read or write well. We want them to feel like they need to improve their reading and writing skills, we want them to take a real good

look at themselves. Some of them want to be doctors and some of them want to be nuclear engineers and they don't like biology and math. So we want them to take a real good look at their attitudes and skills in that way.

These people are people who have a poor background, high school transcript, and they make low scores on all of the tests that we give them. When you talk to them many of them won't look at you. They don't have a good opinion of themselves, they have complex home problems, economic problems, transportation problems. We feel we need a lot of help to help them.

Will somebody from Eastfield College please step forward to explain the goals of his institution.

Mrs. Charlene King: You have covered many of the goals that we also have. We think about our students coming to us with perhaps some unhappy experiences in learning from high school. They want to go to college, they are not sure what they want to take, they are not sure what they can do. We help them to learn about themselves and about other people. Our main emphasis is trying to teach them how to read, to write, to do math and also to take human development so they'll understand how to cope with everyday situation in life.

In the spring time, counseling with each one of them, we are hopeful that they will be able to at least find direction as to whether they would like to go a technical or vocational route or whether they would like to take the regular transfer work for a senior college. We also in our goals are using student tutors because we believe that students learn from other students and we think that students can help other students understand what may have been the blocks to learning in the past.

Mr. Jerry Scarbrough: McLennan Community College - Our goals are much in line with the ones you have heard. We are interested in more than just remediation. We put special emphasis on helping students to develop positive attitudes and self-concepts. We try to make the student began to think of himself as a person of worthy values who can make some kind of contribution to society and to the world we live in.

Mrs. Cathryn Moore: San Antonio College - I think our problem is a little different from those of you who are much newer. I believe San Antonio College is about 45 years in existence so we have to work two ways at once. We have to work to undo many of the traditions as well as accept the new concepts. So our problem hasn't been just with students. We'll talk about that later in the day about the reaction of the college community itself. We are talking in terms, this fall of 14,700 students and having freshmen and sophmores with around 5,000 incoming freshmen last September. To get them placed individually was a tremendous chore. And I believe our program is different from yours in that we are, for better or worse, we are not sure which, we are interdepartmental. At the moment we have to be because of the vastness of the program. I suppose that your picture is about the same as ours.

Our ACT figures tend to show us that if we place everybody in at least one developmental course who needed it, 42% of our population would be in at least one course, so we are simply not equipped to handle that many people in developmental courses. So in the beginning we set up the courses and took the route and made them fit the physical spaces we had available. We made

headway this year. In our second full year we have in our total guided studies 1,014 students, but they are not segregated in any way from the remainder of the campus, that is, they participate either in a partial or total guidance studies program, without any differentiation between them and any other students on campus.

We have a tremendous counseling job in the summer. It began last year on June 22, with a counseling appointment for every incoming freshman. And I suppose each of us is over here partially with a selfish motive today, we would like help from you.

It isn't easy when this freshman student walks in to us, one of these 5,000 with no self-concept. He thinks I am a high school graduate, I am going to college, I have it made. No one in my family has ever gone to college probably before so we have 15 relatives who were delighted that he is going to college and perhaps some of them are sacrificing in order that he goes and we have had the great psychological task of telling him "you're in college, but you're not in college under a pre-med major plan or business administration." We have 15 or 30 minutes to break through and get his good will and get him into this program.

At the moment we have 11 departments involved, it was not easy to involve them. Some of you sitting around the table were at San Antonio College during the birth of this concept, you know that we have walked two directions on the same street. We have gone backwards and forwards in that we had to undo again. So I will listen avidly and so will Dr. Jabs to your suggestions and your ideas that we might incorporate in helping these students to accept the fact that because they are in college they are not exactly in the college they think they are in. So if you will, pour out your help and we will absorb it.

Mr. Don Bass: What does it mean when you say your program is interdepartmental?

Mrs. Moore: Well lets take, for instance, the mathematics department. They have in there two developmental courses. That isn't enough, but thats all its had for years and at the moment thats all they have taken a look at. One, is refresher basic algebra and the other is refresher second year algebra in high school. Both of those courses are taught with the idea that the student must be prepared to go into the regular college algebra. So we are making headway in that we are offering two plain arithmetic courses in business technology that might help us. The math people are still fine people, but they are jealous of the fact that if they go below this, to offer courses as a department, it isn't exactly within their departmental image. If a student is in guided studies, he is required to take reading, he is required to take psychology 300, which many of you call a counseling guidance course. Those two courses he is required to take. Then we try to fit the other nine areas according to what he thinks his goal is at the moment.

But each of these other nine areas is within the structure of a department. Because if we have about 100 teachers involved in this this year, we don't know what we would do with 100 teachers in the spring when our attrition reduces our enrollment plus the fact many of these students do well and can move on directly into technical programs or into the regular academic disciplines and we don't know where to put these teachers if they were employed to teach guided studies per se.

Dr. Ruby Herd: El Centro College - One of your tasks or one of your goals was

to say to a youngster "yes you are in college, but you are not in the college you think you are in?"

Mrs. Moore: Well I think my words perhaps were ill chosen there. That is, what we have to do. But to him, you are in college, you are in a very important college, probably the most important thing that can ever happen to you because your chances of success here with guided studies is the nicest thing that will ever have happened to you. And I think that some of you heard me say it before. I don't know how you feel about it, but like I said if I ever go to heaven I hope they have taken three words out of heaven. I hope that when I get up there, if I do, I never again hear "will it transfer."

Question: What are your attitudes, do you find any difficulty convincing the students that what they are doing is important?

Mrs. Moore: No, but we found in two summers of doing this that in a number of instances we have a round trip. The student comes and we do a very nice job with him and he is pretty well reconciled to it and he even goes through pre-registration. But as soon as he gets back into his home environment or his community or his high school friends, here he comes again. This time perhaps, and we hope, that he does and we encourage him to come with mother and/or daddy and/or anybody in the community. And we have found, to speak frankly, that we have a few community agencies who resent the fact that this youngster, he may be a veteran, but most of the time we have to confine ourselves generally to the 18 and 19 year old, there is a bitter stigma attached to this and they have created in him, before his second trip, a resentment of facts. So we have had to work very, very hard. As you can see we stagger into the first day of school.

But we have some research. We found that at the end of the program 82% of the students were delighted, it was the best thing that ever happened. It was amazing to see their highly favorable comments a year ago at the end of the first semester. Now 8% of them still couldn't bother to fill out the questionnaire. Those people who still didn't like it, strangely enough, have been very successful, but they had the feeling that they would have been just as successful in something else and, who knows, they might have been. So they tended to think maybe I wasted a semester. But we thought 82% spoke so loudly that we were encouraged. Now this second fall we had fewer problems in talking people into it.

Mr. Scarbrough: Do you have maximum age limit?

Mrs. Moore: No, we have no age limit at all. I really don't know what the oldest person would be. The older the person is, the more grateful he is for this opportunity.

Mrs. Emma Schraeder: Wharton County Junior College - How do they work together with a diversified group like this. Do you have any problems?

Mrs. Moore: Not a great deal surprisingly enough in the area where I have worked with them. If we had to sacrifice one to the other or keep it mixed, I'd say keep it mixed. It tends to give us a better flavor with the older people. Strangely enough as we go out into some of these questionable new fields and questionable new reading materials, the only problem I found was that some of the older people were shocked. We had a book, The God Father that the reading class was very excited about and one woman who was president of her PTA group

refused to read it. We certainly didn't urge her to, but she started to campaign against the book on book stands.

If we had a choice we would take all veterans and all married women with three children.

Dr. Herd: We generally focus in the beginning of our program on helping students change his attitudes about himself, about education, and about his role in society. We think this is absolutely essential before we can begin then to do developmental work in reading, composition, and math. I suppose the counseling with groups and individual counseling with these students is the very heart of our program because counseling and instruction are totally integrated.

Question: Does counseling form the core of the program?

Dr. Herd: Well, not all of it. We have a human development course which includes group counseling, but then we also do in addition to that, a great deal of individual counseling. We have counselors in the guided studies division and then we also do additional group counseling outside the human development course.

Mr. Bass: They are taught by counselors?

Dr. Herd: The human developmental courses are taught by counselors.

Mr. Bass: How many students are involved in the total program?

Dr. Herd: About 500 students.

Question: What kind of instructional techniques do you find that would be most effective or successful with these students, particularly in changing the attitudes of themselves or improving their self-concept?

Dr. Herd: We change our program every semester. We started off with the usual diagnostic testing and planning and this was simply reinforcing for these kids, the concept they have of themselves to start with. So now we will not do any testing for the first six weeks. We may change that because we found that we can do testing much quicker than that without doing any damage.

We do a lot of counseling in the instructional areas as well as in the counseling areas. We spend a great deal of time getting acquainted with each other; learning to talk about the way we feel about new experiences for almost every student that we have. He has never been allowed to express the way he feels, no one has ever really asked him before, nor been interested in it. We do all types of things - they are not sensitivity training exercises, but you may classify them as leaning in this direction - anything that we can do to make the kids relax and get to know us.

One of their greatest needs is to have a relationship with an adult and particularly an adult in an educational setting and so we do games, we use music, everyone of us has to know every name of every student at the end of the first day. We all call each other by first names or by whatever they want to call us and they do.

We do a lot of things like this, but now we are finding that its taking us much less time to get to the point where we can do diagnostic testing, if we want to, and it doesn't shake them up. We feel that we get far better indications of what they are capable of doing than we did when we tested at the beginning. Its

a little hard to describe because lots of the activities are spontaneous and grow out of a situation that existed at that particular time so it is very difficult to explain. Then we go into an instructional program bolstered by the counselors. For instance in reading, we changed our approach also because we had been emphasizing skills. This they had had for 12 years and it has never helped them a great deal. So we just threw all that out and decided to go with paperbacks and you can not believe what has happened in our reading classes. Our kids who scored very, very poorly on our reading tests, are reading Man's Search for Meaning and The Pearl. They share what they get from their reading. Its pretty difficult to describe really.

Dr. Max Jabs: San Antonio College - Which book was that that the student liked that you mentioned?

Dr. Herd: I said it surprised us to find that youngsters who did not score very well on reading tests made a determined effort to read Man's Search for Meaning and getting to the very heart of what he is saying in that book. We found out that they really can read.

Question: I just want to know what tests you are using.

Dr. Herd: The Nelson-Denny reading test and we sometime during the semester in the human development courses use the Kuder, and the SCAT, and the Tennessee Self-Concept Scale. We use that as a counseling tool on individual basis. We have developed a writing sample kind of test that we just use in our division. We don't always do those same tests, but thats what we are using this year.

Question: What gain is made on those? Do you do a pre- and post-test situation?

Dr. Herd: We are being very careful to test this year. We've done a limited amount of evaluation up to this point. We are doing pre- and post-tests on everything this year. We have a range of students who make, say one or two grade levels, in terms of change, in their reading levels, all the way up to say 8, 9 or 10 levels. Wide levels.

Mr. Charles Johnson: Tarrant County Junior College, South Campus - I had hoped that after we kind of go around, really I was looking for us to kind of identify which programs or courses really have remediation in mind and which have other goals because this afternoon I've got a topic of structure of programs. The structure really depends, of course, on your goals so sometimes I am a little blurred on programs. I read them and I really can't tell if remediation is really where the emphasis is or whether its some other place.

In Tarrant County we have developmental courses in reading, math and English, and we have representatives here from the math and reading areas and we also have representatives from basic studies programs in English. From all of those areas they might want to comment in just a moment, but I will just state very briefly about the basic studies program in Tarrant County which I see as having to do with attitudinal change in that our belief is that we really can't do too much with remediation until we've done something about the attitude, in self-concept. So that really is the goal of our program, changing the somewhat negative attitudes we have at first to positive, to reducing the chances for kids getting disillusioned in school very early and dropping out before we can do anything with them, keeping them there and then getting into direction and re-direction and , of course, working with basic skill.

We can't say we don't have anything to do with remediation because that's not true, but I can say that our primary goal is not that. We are perhaps in a developmental course, you know it might be that. So if we can come to some agreement on what really is the goal of the different programs maybe later on today we can really have some meaning as far as structure.

Mr. Bass: Now would anybody else from the developmental courses on South Campus care to amend or add?

Dr. Galen McBride: South Campus - In terms of mathematics, I might say we do teach an arithmetic course.

Mr. Mike Mayall: Tarrant County Junior College, Northeast Campus - Structurally from the standpoint of division, I am Charlie's counterpoint on the Northeast Campus, but we have a different structure. In my area are both the developmental and the basic studies programs as well as some others. But I do have Mr. Larry Ables with me who is chairman of basic studies on Northeast.

Ables: I don't think that there are any basic differences. I sometimes suggest that the level of our students is probably higher than we think. We say that we are working on a two point program. One that is basically remediation and the other which is basically teaching the student college level courses at the same time this remediation goes on. The reason we say this is that we have approximately 50% of our students going on into the university parallel program who are doing reasonably successful work in the university parallel program. I think we do have a definite remediation aim and a college level instruction program. I don't know whether this is true on South Campus or not.

Wharton County Junior College: The goals that were mentioned so far are pretty similar to ours. In relation to Charles' request, I think that ours is a combination of developmental and remedial. From the standpoint of remedial we are working on basic skills, reading, writing, speaking, mathematics and in developmental areas we are working on the same thing that you people have been talking about - the self-concept idea. One of our goals is to try to keep the student in school for a year. We feel like if we can keep him there for a year and work with him that this will give us a chance to work on some of these goals and that the self-concept idea again is primary here.

In the past we have lost about 50% of our freshmen so this is obviously one of our goals, to try to cut down on the number of dropouts and work with these people and then try to get them to prepare for these goals. A lot of our students come from a sort of rural background so part of our developmental part is to try to give them some cultural background and try to develop some social skills and so forth.

During this year that they are here, we hope that they stay the entire year, we try to provide them with guidance. We try to develop realistic goals and we try to develop a positive self-image. I don't know, this sounds good, but of course it is a very difficult job to change a person's self-image if he has had a negative self-image for a period of eighteen or nineteen years. I don't know but what maybe we can talk about him growing in terms of rate. But it is going to be a hard job to change this self-image. But this is our basic goal.

We are in our first year of operation so we are here asking questions and looking for help and guidance ourselves.

Mr. Jere Light: Texas Southmost College - I think from listening to what has been said so far that we have gone, at least in one area, one step beyond what many of you are doing. In our general studies program we are giving local credit to our technical people in the areas of communications and social studies. This has removed the stigma from the people that are in there for developmental reasons. At the end of one year, if they see that they are not going to be able to make it in their academic programs, this means that they already have part of their vocational or technical program done and it is very easy to channel them then into another direction. Again, this is one of the purposes of our program that we have both remedial students and technical students there. Technical students, if their high school grades are good enough and their ACT is high enough, we allow them to choose whether they would like to take communications or whether they would like to take English.

One thing that I might say that we have worked out through experience: the first year we had an ACT cutoff in English of 15. It didn't work too well. We had a lot of resentment. So this year through the use of some data that is collected in the first semester last year we looked at the thing and we decided that anyone with the ACT score of 9 or below in English can go into Communications. Those students that scored between 9 and 15 were counseled one way or the other, depending on their high school grades and their motivation, either into Communications or English. This year as far as I know we have not had one student that has complained because of being placed in communications. Either he was there because he wanted to be or there because he needed to be. This has worked out very well.

As I said the idea is to take the student and keep him there for a year. We don't have a complete program so we have students that are taking both academic courses and courses in General Studies. In some cases this has worked. I have had some history teachers tell me that they can tell the difference between the students in the reading lab and the ones that are not. So, somewhere along the line we are doing something that we feel is at least on the right track. The goal as we see it, some of you have mentioned self-concept, we try to build an element of success into our program. We had a great deal of trouble with this last year with our English teachers. John and I fought this battle this summer. Our English teachers wanted to teach with standards. They weren't willing to take students where they were and teach them what they could. We have eliminated at least part of that problem this time because the English teachers in General Studies Department are no longer part of the English department so they answer to me directly and we are building this element of success. You may say this is giving a grade, but if it is giving a grade it is the first time that some of these kids have ever gotten anything in their lives.

Mr. Bass: Have I forgotten or overlooked any institution? One other comment. I think that's essential to what we are doing is a very interesting document published about three years ago. John Roueche's book that deals with the kinds of students that we are talking about: Salvage, Redirection, or Custody? He is joining the faculty of the University of Texas this coming year as professor of Junior College Administration. So we have a real friend and resource in this person in our state.

Another thing is that with our new program at the College of the Mainland, we spent about a year looking at various programs. We found that there were all kinds of names and we have got them here....directed study, guided study, basic

studies, developmental.... a lot of confusion over the names. We found that the guided studies things seem to have come from Miami-Dade. We found the basic studies idea coming into our state through Tarrant County from Macomb Community College where it came from Boston College who has a college of basic studies, as far as I know. But I am very interested personally in visiting Macomb someday. I think this is an institution who is doing a terrific job in Michigan in the areas we are talking about.

I would like to bridge now to recruiting.

Mr. Carolan: Wharton County Junior College - I believe we will follow Mr. Bass' lead over there and I will tell you first about recruiting in Wharton County Junior College, the Freedom of Choice v. Assignment in Wharton County Junior College and in volume transfer of courses in Wharton County Junior College.

Recruiting-wise, we contacted all the local high schools in our community. We told them about our program and then tried to get leads for students who were a very, very marginal type of students. After we got the names of some students, we had counselors go out into the field this summer, into the homes, trying to recruit students that possibly wouldn't try to attend Wharton County Junior College. This seemed to work in that we got quite a few students this way in our program. We got them to enroll in Wharton County Junior College anyway.

We have an enrollment of 2,000 students at Wharton County and out of these 2,000 students we had a basic studies class of 55. Of these 55 every one of the 55 were assigned, they had no freedom of choice because they were all below the 9 percentile on the predicted, average predicated grade point score from the ACT tests. These students would have had a choice if they were in the 9 to 15 percentile, they would have had a choice of whether they wanted to come into the program or not, but we didn't have anybody in the 9 to 15 percentile who was willing to come into the course. They just didn't want to get involved with it.

Now the transfer of the courses: We have a bloc program. Students will be able to transfer their completed program. They will be able to transfer at least 9 hours of a bloc of 26 hours, 9 hours will transfer. Transferable course will be introductory algebra, which they begin in the spring semester after they complete one semester of the non-transferable arithmetic. They would be able to transfer their electives which can either be a biology or a history course. We also have some of them taking other elective courses and I am sure that these also will transfer. They have a bloc to take. This bloc is 13 hours that consists of personal and social adjustment, basic mathematics, communications and developmental reading. Out of those, the only one that has any transfer is biology. Well, the first semester none of them will have any transferable credits. Second semester they would take the introductory college algebra, personal and social adjustment, communications and advanced reading and out of that they will get 3 hours transferable credits. Plus they can also take electives. If they take electives these will be transferred. We try to get them to take at least one elective each semester so we will see that they will get 9 hours at least to transfer, maybe 11 if they take the biology.

Every course that they take at a junior college is credited to an associate degree from our junior college. It may take them three years to get an associate degree, but they are not going to lose any of their credits. The question does it transfer? Well we can say it goes on your associate degree.

Now that's about the looks of it: from the recruiting end to go out and try to get them. Whether they have freedom of choice or assignment, well that's up to where they rank in the percentiles score of the average predicted rate on our ACT tests. If they don't have this, of course, we have other measures that we take such as if they have made below 275 on the SAT tests and were in the lower quartile, the 4th quartile of their high school graduating class, which they would probably be. Like I said we have a 2,000 enrollment. We have 55 students, that figures that 2 and 3/4 percent of students that attend Wharton County Jr. College is below the 9th percentile. We thought this is pretty low to go. We could go into the 15 percentile and then we couldn't handle it because we don't have enough money to handle more than the 55. We planned on having 25 and we ended up with 55.

Mr. Johnson: Besides talking with kids when they get to school or going out into the high schools and talking to try to reach them that way, is there anybody in the room that can offer new ideas on how to recruit kids for our program. Probably most of us are doing the same things. Does anybody have anything that's really worth it, a new way to get them.

Dr. Herd: Yes, we have several projects. Up with education with a mobile counseling unit that moves. They counsel on the streets, store fronts and this kind of counseling situation. Of course most of the students they recruit come into the guided studies program. Then we also have another locally funded program that was tied in with Career Advancement. Now that tied in with getting the students a job and working with them at both levels.

Mr. Light: We are trying to get a program funded that would give us some money to go out and recruit. Now we don't have any money. We are trying to get them to fund us to go out and find students that fit this category. We would start our program in the summer and if we make any progress maybe some of them will go into the regular program when school starts. We have written into this program, social workers, so their parents are going to have to know about it. We are going through the local OEO and through the high school board. The OEO can identify kids that are "low income." I don't know how we are going to come out.

Mr. V. L. Ramsey: We have been engaged in the last year in trying to find recruiting that is meaningful. We put together a publication that has a description of what's being done in 15 states about recruiting. It might be different from what some of the others are doing and they seem to be getting good results from some of these.

We also conducted some of our own recruiting and we have reported those here. This publication is available to you if you want it primarily as a suggestion of what might be done and also the names of people you might contact to find out what they are doing on their campus. We think that there are some interesting things going on. There is an outreach program in Tempe, Florida, there is a program in Santa Fe and another in North Carolina, several that are interesting. They might fit your category. Our research has been basically in the black students, but this is applicable to anybody who is poor regardless of who he is. If he is disadvantaged, he is disadvantaged and basically the same thing applies. Southern Regional Educational Board in Atlanta, we are working with the institute of higher education opportunity in doing the study. We have Carnegie grant for two years and we have another year to go.

Question: Anywhere in this program or any other do you utilize students?

Answer: I've asked my students how they would like to be recruited, the ones we

have this year, and they have said to me that they thought the most effective way, now this does not include transportation, facilities and so forth, but the person they want to listen to is not necessarily a certified counselor.

Comment: It seems to me that if you sent each student, for instance your 82% who are sold on your program, to have those students at various times of the year go out and bring in one or more. May I say that they have also suggested that we not wait until they are sophomores in high school or juniors or seniors. That they think the level to reach them is junior and senior high school.

Mr. Bass: The image of the institution of what's going on in campus this year is directly proportional to your increase in students next year - in other words the way you handle them this year, if they are satisfied with what they find on campus, then you will get more students next year. If it's not going well then you will get less.

Mrs. Schroeder: I have a question here and I don't know if anything has been done about it. But when they told me this I thought that maybe this would be a possibility for students to earn money during the summer if you wait until summer to do the recruiting, but it might be an opportunity of employment for these students.

Dr. Spencer: We have a minor project we are going to be involved in at the College of the Mainland where a faculty member is going to have a team of four students and the faculty member will receive a little money for this and the four students will receive money for this. They will be assigned given students by name to go out and contact and the four students will primarily do the contacting. We are going to do a little bit of it right before the start of the spring semester and then we are going to do a good bit of it on the kids finishing high school through the spring semester.

We are financing this one. We have in the Compensatory Education Project three little research projects of about \$10,000 each. And this is a part of the \$10,000 at the College of the Mainland. As I remember the proposal is for about three teams or four teams, something like that, but along towards the end of next spring we can tell you a lot more about how this sort of thing works out.

Mrs. Moore: I would like to ask Charlene at this time too, how do you finance your students' tutors? That's most interesting to me, but where did the money come from?

Mrs. King: Well first thing I did was sell Dean McClenney on the idea of student tutoring, or maybe he already believed in it anyway. After conferences with him in which I explained what we were trying to do with the entire program. Then I asked for a certain amount of money and I spent long hours over a budget trying to decide how to pay them, how many to ask for and that takes some time. We decided that probably the minimum wage per hour would be a legitimate salary for tutors, which is \$1.45. Of course, it will go up in February 1. Then as I worked this out I saw that I was asking for a lot of money, so I asked for \$7,570 first year hoping that it will do well so we can ask for some more next year. So that was our lump sum to pay for the guided studies tutors. We also have tutoring for every subject in college. So students outside the guided studies pay their own way. In addition to that, I worked very closely with the financial aids man in our building and so he has people on work study and so

he and I had long sessions together. Every time a student comes along that is qualified for work study, he asks him "Would you be interested in student tutoring? If you would, go and talk to the chairman and perhaps there might be some part of it you would like to do. And so we have some real fine tutors out of work-study.

Mr. James J. Carolan: Wharton County Junior College - I believe we'd better get back to the subject of recruiting right now and we will probably get into other phases of these things a little bit later.

Question: Can I ask one question about the student recruiting. When you are using the students what criteria did they use, do they go out and do they just talk to anyone? Do they supply a list of names of people they go out and talk to?

Dr. Herd: I think that - they told me that they would like to have these people just drop in at places that these young people are and the first place they named was the pool hall, they said that's where to get them. So we talked about mobile units in shopping centers and we talked about the problem of finding them at the right time of day, in other words, what is the best time and what is the best place. I think that they would like to have it done where they can reach everybody if that's possible, but I think they want you to go into the schools and lecture it as we traditionally do this or have an assembly following and present the counselors. I think that they have this in mind and they said well if you do this let students talk to the students and then set up a period of time where they can come in freely, come in and sit down and ask questions on their own, but we haven't done it yet.

Mr. Carolan: Will the College of the Mainland now have anything to say about recruiting or Freedom of Choice v. Assignment or Transfer of Courses?

Mrs. Sallie Cowgill: College of the Mainland - I can say something on freedom of choice. In the counseling department we take all of the test scores on the ACT and a local battery of tests we give which includes Nelson Denny, a writing sample and a math test and then interview every student below 16. It's really the counselors' judgment as to whether one or all of the courses is necessary and the counselor has the final say. But it is after an extended interview in which the student is involved. We say take it or leave it if it comes to that, but most of the time it does not.

Mr. Carolan: How about on the transfer of courses, College of the Mainland?

Mrs. Cowgill: The structure of our program just goes back into this. Every student takes freshman English. Then to support that, they take what we call a writing lab. The writing lab does not transfer. The reading course does transfer to many of the senior colleges. The developmental psychology does not transfer and then every student is offered one elective which involves a minimum of reading and writing skills that first semester. It may be something like speech or auto mechanics or art or something like that. So we try to give them a course that will transfer either to an academic transfer program or to a vocational program, whichever he may be considering at that time. So you can say that possibly three out of the five courses that he has will transfer to a senior college and all of them do apply toward the A.A. degree.

Mrs. Ruby Sanders: McLennan County College tried to keep the main community in

mind with the results that although transfer is important, we stress the fact that education may fit the community itself and people are in our courses for various reasons. There are often people who go into programs such as teacher's aid, physical therapy aid - that sort of thing. This kind of education is valuable to the community itself. Those students who do want to go on into the four year college are invited to ask about transfer and try to get the ways to take as much as possible to transfer to a senior college. But, at the same time, we present the fact that education itself is the reason for being in school and whatever one learns will transfer in some way to another college even if you have to take a basic English or basic math course that will not transfer. Then if you can go on to another algebra course or freshman English your knowledge transfers whether or not the course does so.

Mrs. King: In addition to counselors going out to all the high schools and taking teachers with them, of course, TV, radio and newspaper do a great deal for us and sometimes we take speakers. Sometimes we make some great contacts talking to PTA meetings in which sometimes the mothers and fathers are very interested in their student's going to college and passing for a change. I really think that the good feeling that I have about guided studies at Eastfield, I give a lot of credit to the counseling division because we have worked so closely with them as though we were one. With the counselors' understanding, they work with our teachers and they understand exactly what we are doing. So when they talk to the students they are able to tell them will the course transfer, will it not or what the value of it is, what we can learn from it when we go in there. And even though our catalog says that if you make 11 on our ACT score or below that you will be assigned to go into the guided studies, but nevertheless the decision is left up to the student. And without putting any pressure at all we have this year over 740 students in our guided studies program. I really give our counselors a lot of credit.

Mr. Carolan: I would like to ask you what happens to the students that would reject your program that have a score of below 11?

Mrs. King: They have that privilege. The counselors again will tell them the pluses and minuses of doing this sort of thing and if they still insist they may take what they wish. Many times these same students come back to us, when they have been in class a month or so and they say they wished I had listened to the counselor. Also the counselor said this to them. Someone says I want English 101 and the counselor knows that this is a poor choice. The counselor says why don't you take guided studies writing along with the English 101 and so many of them do this and use guided studies as support. They seem happy with this decision.

Mr. Jerry Scarbrough: McLennan County College - I am very glad to hear that you all are doing sort of the same thing we are doing and it is working out for you. We are a new program, we have our program actually set up on paper so we can force them to consider the program, but in reality we don't do that. What happened was during registration we singled out students who had made composite ACT scores of 12 and below. I talked with each one of those students personally and tried to sell him on the program and that turned out to be fairly effective. Less than 5% of the students I talked with chose not to take developmental studies. In a way that has helped prepare us for some success since we don't have students who are in the program feeling bitter as if they could have done better if they had gotten in some other regular college

program. We are kind of schizophrenic in that we say one thing and we are actually doing something else and I don't know which is the best way. There is, of course, the chance that we could have more students involved if we did simply carry out what we have on paper.

Mrs. King: I tell you, I don't mind admitting that I feel a bit shakey as spring comes on and I continue with these beautiful ideas which work so great. Because, here we are now and if they are not happy with what has gone before and students tell students, of course, and we now don't make them do anything. This will really be our test.

Mr. Light: Has anyone in the basic English course using pre-tests and post-tests moved anyone into regular transfer program at the end of the first semester?

Mrs. King: This is our first year to operate. During the first 12 class sessions the teachers in English 101 use writing samples and any other methods they wish to find out if the students are correctly placed. At that time if the student feels that he is not, of course, he comes right on to us. So we do the same thing in ours and we found some that wanted the GSW 091, kind of an advanced part of writing, that the teachers felt really could do quite well in English 101. They told the student this and said, "would you like to reconsider" and in some cases they did move up to the 101.

Mr. Ramsey: We were in a situation where they had a communications class and an English class, one with the remedial and other with regular and the student was failing the remedial and passing the regular program. In other words they are over remediating in some places. I wonder if this has happened anywhere.

Answer: Yes (from several people).

Mrs. Moore: They make a D in the remedial course and in the regular course they make an A.

Mr. Light: The people that we moved at the end of the first semester last year, the ones that did take regular freshman English, out of 19 we only had one failure. We had five B's and that caused us to take a second look at that ACT cut off score and we went back and looked at those students and they were in that 11, 12 and 13 range, all of them. That's one reason why we decided to let those students elect whether they wanted to go into the program or not.

Mrs. King: You might be interested in something that we are trying also on paper, working with the counselors. Every single student by now has had a conference with his teacher in each skill subject and the teacher says "this is the grade you are making as of now. This is the course that I would recommend that you take next term and here is a space for comments for either you or I to write." All of these results have been put in the counselor's hands. Now the students are coming into counseling for spring and the counselor shows them this. Of course, they have already been in on it to begin with. Then the student, sees that he is making an A in the first course of the guided studies writing, then the teacher tells him he should take the next course of guided studies writing, he understands that and this happens. They may make A and still not be ready for English 101.

Question: Two of you have mentioned - say that your student may take English 101, your regular freshman English at the same time that you take the writing lab. Do your instructors in the writing lab work closely with your 101 teachers? Or do they work together at all?

Mrs. King: Yes, very closely.

Question: Do they help them in writing lab with assignments that they are given in 101?

Mrs. King: They don't, the student tutor does because there is not time for the teacher to do that for all of them.

Comment: I teach both writing lab classes and standard English classes sometimes the same students, sometimes different students. I know what they have done in English 101. We do not have a problem of students passing the regular and not passing the remedial. We do check on them to make sure they are passing the standards before we allow them to work for a B or an A in remedial. If they need help, we try to help them. And a B or an A means theoretically, under a remedial course, means that its not necessary to take a second semester of English.

Mr. Carolan: Any views from Mountain View College?

Dr. Eldon L. Miller: Mountain View College - No, probably not. We are a sister institution to Eastfield and El Centro.

Mrs. Moore: We have one thing that might be different. I think its in its 11th year, that is, the college has a workshop and luncheon for all the counselors of the senior high schools in the area. I believe there are 40 senior high schools now and we invite them for a workshop in March. It has grown to be about an entire day. We explain our programs and we have been very successful in getting a great deal of good will from the counselors themselves and the high schools. The counselors go by encouraged invitations to the high schools and talk to groups, whatever groups the high school wants to present. We have some very fine technical counselors who go as often as we can possibly get ourselves invited to go. We know that usually the high schools are so busy that they tend to have us talk only to seniors. And that is a gap. We really should be talking to people in the junior high schools and maybe something will be accomplished in moving further down into those areas. Busy, busy public schools do not have time. Then we have career days and career nights and we encourage students to come to campus and sometimes one of the rural high schools will bring its entire graduating class to the college and we give them very special attention.

Mr. Mike Mayall: Tarrant County, Northeast - We are doing basically the same thing. I think if we look at the earlier recruitment this is primarily done through the counsel area. We have set up some basic guide lines as to student selection criteria which in the nut shell is in the lower quartile for basic studies, those seeking a full-time university parallel curriculum. In terms of acts of sales to the students they are not really forced into the program. They are given a choice between developmental course or the basic studies and possibly under certain situations any program that they want. However, the basic studies program for the most part is transferable to other institutions as well as our big hassel of transferability into our technical program. But for the most part the basic studies program is a university parallel program.

Question: Could you tell some of the areas that your transfer credits are in?

Mr. Mayall: We looked at several institutions to which our students were going,

UTA, North Texas, East Texas. We then went out and Charlie did a lot of the legwork, sometimes we took our Chancellor with us and we simply worked out a course by course transfer agreement. Our communication provided they have the A.A. degree. In other words they validate the basic studies program by a second year program. All Basic Studies courses do meet our own graduation requirements. It goes, in our own institution, as freshman English. Also we can give an examination for credit and up to now we have been giving advanced placements and now the head of our English department is our previous business communications teacher from basic studies. Social science goes as contemporary sociology and contemporary social problems. Humanities goes as an elective. Natural science goes as an 8 hour laboratory science in most cases depending on the program though several institutions depending as to whether they are going into larger education. The only one that we really have not established transferability on are career planning and personality foundations. But in the nut shell thats the story. Even in the areas such as developmental English the student is not running any risk at all. If he thinks he can function as an English 1613 student and can show that teacher, he gets an advanced placement test.

Mr. Johnson: I was sitting here thinking about what Mike was saying and I thought a while ago that once we get students in our program, and I am sure this is true, that its really up to us what we do with them as far as make or break our program. But this is our fourth year and, well - it first started, it was brand new and there wasn't any problem about signing up students and all that. They didn't know what was going on. But after 3 or 4 years, they know about what is going on. Then some problems pop up. Most of the students who come in to our program do aspire for a bachelor's degree. Now I think it becomes very important to deal with this transfer thing, not because most of them are going to transfer, they are not. But I have got to show them something: "Yes, if you reach this point, the door is open there." This is why I spent so much time on this thing. Not because I have very many that make it to that point, but that is going to close the door to my recruitment unless I really integrate our total program into the college first of all where its not a sore thumb sticking out there where it will be noticed and I've got to do something about transfer and some other areas. So I see all this tie in very closely and you stay in existence and you run into this because kids get out and they try to transfer and they come back and say "don't get in there because it doesn't transfer." Just one or two and it spreads. So it is very important that we put pressure on these schools in our immediate area. Go sit down with them and talk with them and explain what we are doing. If you really can't show them that you are giving credit at your school you don't have a chance.

Dr. Spencer: That is why I included transfer under recruitment because it is primarily a recruitment device. One of the big questions is "what sort of thing could be done to try to spread this type of agreement."

Mr. Johnson: Let me mention one thing that we tie in into our transfer agreement which has worked out. We first of all sit down with a council of deans before we start, but the thing we are saying to them is that these are students we are accepting at Tarrant County Junior College for a degree. We've also assured him that the students we are talking about are not those who have just taken our courses, but those who have validated their courses by a successful completion of their sophomore year as evidenced by an A.A. or A.S. degree. The four year institution, although we are getting some flak from registrars or maybe some liberal arts deans, for the most part its pretty easy to sell because of its validation of the sophomore year. We are talking about a very small number.

Dr. Spencer: I have sort of avoided some questions from some of you in the past because Tarrant County has been a little shakey about having a bunch of people go try to say "you are doing this for Tarrant County and now how about us." But basically you do get to that. This is such a marvelous recruitment device to be able to tell the kid "if you want a bachelor's degree, if you do enter our program, if you do succeed, then you are in business." Now what situation are we in in trying to spread this sort of agreement with the other schools?

Mr. Light: It doesn't work. When you only graduate 66 students and you go to talk to one of the schools that you need to they don't have any tendency at all to listen to you. This is just saying that we have more students than that that transfer, but this is a small number that we actually have who receive either a certificate of a completion or an A.A. degree and we didn't make any headway at all.

Mrs. Moore: Is there a possibility of working this out. This is my major interest for the whole bit, at the Coordinating Board level so that we can stop this on again off again. I have one very fine senior university that has each year has sent me a different story on accepting our reading transferability. One year they will accept - we have to have three different units in our 9 hours of reading, but here they will accept one, the next year the other. Literally we have had some students go in there and they accept the whole bloc and they won't tell us they will, which is no reflection on them. Its just different people at that particular institution. And so we are getting 3 or 4 messages from one university as to what it will accept.

You couldn't get propaganda any faster on that campus than that one way. And if we could work it out at the top level so they would accept somewhat of a core curriculum of this thing at all senior universities. It has a built in security so whoever goes on and gets his degree is probably worthy of transfer. So if we could get rid of the stigma of the fact that he is not a very good student we could recruit without all of this very, this almost impossible trouble we have when we first see him. If you people at the top could help us to work this out to where we wouldn't say well I don't like that a bit you're taking guided studies hours from X-college and you're not ours or you're taking ours so I'm going to be very quiet. Because if I rock the boat, you may stop taking ours. We have some who will and some who won't.

Dr. Spencer: Well as an ex-dean, I think the junior colleges are in a better position to accomplish the transfer of credits from an individual negotiation basis than getting a complete Coordinating Board policy. Because you can see what has happened with this core curriculum. You are getting almost nowhere. It would seem to me that, that the best way to spread this thing would be for the schools in the area of Fort Worth, who have basically the same colleges, to tap some of the colleges Fort Worth has had and then go to the other one or two major colleges and say we have these agreements with these colleges. Then let the thing slowly work out.

Comment: Why not do both?

Comment: The only way thats successful is if you can find a senior college to itself instruct and encourage the students, then you have a leverage.

Dr. Spencer: Fort Worth has a letter signed by Byron Shipp.

Comment: We have the University of Texas and that helps you when you start going to anywhere else.

Mr. Johnson: We took our first big step when our Chancellor went to Dr. Frank Harrison, the President of UTA and sat with him two hours and the next day I had a letter of acceptance from UTA, it went on from there. One thing, I think that the heart of the problem is, how your program fits into your own schools. If it is designated a developmental course at your school below college level, then forget about it. You see our basic studies courses are not designated developmental-remedial, necessarily so. They are equivalent to certain other courses at the university parallel student.

Dr. Spencer: Well everybody here, but San Antonio will count all of their hours on their own degree. Is there anybody else here except San Antonio who does not? El Centro does not count it and San Antonio does not, who else?

Mrs. King: Eastfield College does not.

Mr. Johnson: That's one of their problems right there.

Dr. Spencer: Well that makes it difficult to ask North Texas to.

Comment: Well one other thing that makes it difficult too in having worked in the guided studies program at El Centro. I had a hard time having them disassociate me with guided studies not that there is anything wrong with that, but they don't like skilled-type courses in terms of reading, writing, arithmetic. We had content in ours, see. We hit a lot at skill, but we had content in the course type and this I think was one thing that allowed us our courses associated because we were talking about a transfer of a sociology-type course, for example, not a reading course.

Mr. Scarbrough: Do you ask for transferability of the specific courses or do you ask of transferability of your degree?

Mr. Johnson: Transferability of the degree and the courses.

Mr. Scarbrough: Do you negotiate for each course?

Mr. Johnson: We do.

Dr. Spencer: Their negotiation varies with every college. Each college says, in our degree we will accept it like this and this. For instance the University of Texas may say "we will take the natural science on a non-science degree, we won't take it on a science degree." You see, it depends on how it fits into the given program of the given university.

Comment: Won't these universities eventually get tired of bargaining and negotiating with 40 or so different junior colleges plus multiple campuses etc, etc.? Wouldn't it be much safer and ----

Dr. Spencer: They seem to like it that way because they have bucked the core curriculum from the beginning.

Comment: We haven't all landed on it yet either, we are talking about two or so, the rest of us haven't made our pitch yet and I'm just wondering----

Mr. Mayall: One thing you are going to have to decide is, is it really that important to buck on. If it's really not hurting your program as far as recruitment and all that, then don't worry about it. But it was in our case because most

of them aspired to a bachelor's degree.

Question: Would a student from San Antonio transfer into the schools you made these arrangements, would they accept any of theirs---

Mr. Johnson: No they would say we'll have to talk with her on an individual basis.

Question: Have you heard of any students trying to transfer?

Mrs. Moore: Yes we have around six, and its an exasperating process. Our number one problem does come up this afternoon, so I won't beat the horse to death this morning. In our college community it was practically over my dead body and Dr. Jabs too that the academic council voted into the program that they would accept only 12 of these hours on our own degree program. We hope to get that changed because right there we found we had done about five years of research before we ran into this and our first research showed us, and it was statistically sound, that these students do as well as or better in 16 hours than they do in 12. They are busier people and the busier they are the more they tend to be successful. So we put them in 16 hours and the academic council, which is made up of very fine people, just not oriented to the particular kind of students that we are getting. We recruit him, we get him in and he is reasonably happy and he isn't stupid because it doesn't take him long to find out he is taking 16 hours and in some of them doing well, quite well, and then he picks up the catalog and reads that only 12 of these hours are going to count on an associate degree and not being particularly stupid his first question is, "which one of my courses are they going to cut out?" Who gets the choice from the course that is not going to count on an associate degree? So we decided that if we could break through, it may take a long time, but it seems to me we're all speaking with one voice. If recruitment is the major issue for the disadvantaged, and we agree it is, and then financial aid for them is a second major problem, third is the psychological approach. I don't think we are going to harm any senior university, nor any one of our universities, by saying to a person this will not transfer. If he is going to be worthy of transferability he is going to overcome the very thing that we've been hung on so many years.

Question: What about the possibility, if this were to apply to the work that Mr. Mayall and Mr. Johnson turned out with the schools in the Fort Worth area and each junior college here would negotiate the same agreement, would this have an effect on the other colleges if all of your students know they can be accepted in the Fort Worth area, but not in theirs. Now it won't work for just two colleges to have that agreement.

Mr. Mayall: Let me also suggest that if you do try this, that you don't go out as individuals, division chairmen, department chairman or whatever you are. You first of all go to your president, your chancellor or whoever your top administrators are. And when a dean of a school is facing a chancellor or a president, there is a little bit more rapport established. We find this very important. The next day at UTA we had this agreement here, which was our foot in the door.

Mr. Light: Let me get one thing, you are talking about 12,000 students, most of us are talking about 1,500.

Mr. Johnson: I told Dr. Harrison that I might be talking about three students in three years who would get there. It is not quantity, but what that meant to our program.

Mr. Light: That's not the point Charles. The point is to say look the idea is if you don't do this we counsel our students somewhere else. We counsel them away from you.

Dr. Spencer: Yes, but you have more students than just the students you are talking about in this program.

Comment: Oh sure!

Dr. Spencer: The impact of your president saying "we feel you ought to do this" and another school saying "you are all wet." It's not the impact of the three students that may transfer from your program, it's the impact of one institution saying we are going to be displeased with another institution.

Comment: There should be some guide lines though, which are not so restrictive. There should be guide lines for each phase and the only way we can get guide lines is through organization and through a factor which many educators honorably ignore the body politic and that, in time, will bring strength. That's the only way we could get it done, organize and go to where the funds are.

Mr. Johnson: I had a struggle with this same problem, not only with the basic studies-type course, but just courses with the new program.

Mr. Joseph Zielinski: Tarrant County Junior College, South Campus - First of all, let me preface my remarks by saying that my presence here today is not so much that I am associated with basic studies programs because I'm not, at least not directly, but I would say this I, I am living proof that programs of this nature work, because I am a graduate of the College of Basic Studies of Boston University.

As far as what has been said up to now, I think all of you will probably recognize that counseling perhaps is the heart of any of these programs. This is not taking anything away from the academic aspects of it. I'm not going to say anything about Tarrant County's program - I'm going to let counselors from that program speak for themselves. First thing I'd like to just throw out for some type of reaction to, would be whether or not the basic studies or the guided studies or whatever you want to call it has special counselors assigned to it. How about College of the Mainland, would you like to react to that?

Mrs. Sallie Cowgill: College of the Mainland - On an informal basis. There are three counselors so it's not a big problem.

Question: Are these three counselors assigned specifically to these students?

Mrs. Cowgill: There are a total of three counselors and I more or less informally assign the students. I do meet with the instructors on a weekly basis. We don't have a regular place. Our students go to counselors on a preference basis so if a vertical team student wishes to go to another counselor, that's fine and dandy.

Mrs. King: Half of our staff has counseling training. However we mesh with counseling.

Mr. Zielinski: In other words you do have some counseling staff that's specifically designated to work with these students?

Mrs. King: No, we use our counseling department and we do counseling with them also.

Dr. Byron McClenney: Eastfield College - There are a number of people teaching in that program who are specifically trained as counselors, and function certainly as counselors, in whatever their role happens to be - in writing or reading or whatever.

Dr. Herd: We have counselors assigned.

Dr. Miller: Mountain View College - We have counselors assigned.

Mr. Scarbrough: No, we do not have counselors assigned. We have a counseling course. The counselors are associated, but the counselor is in the program and does not function as part of the student counseling staff. We try to work a little closer with our counselors now. We have not really worked out some special problems.

Mr. Mayall: We have our own counselors that report directly to the Department Chairmen.

Mr. Don Hankins: Tarrant County Junior College, South Campus - We have a counselor on each vertical team. We function as a counselor. We see ourselves in a total counseling program to a certain extent or a total guidance program. The teachers really, I would say, on the team function to a certain extent as counselors. I am a counselor and I teach a course so I'm also a teacher. I teach personality foundations where we work specifically with personalities, self-concept, attitudes. And then in the second semester it becomes career planning. We help them in the direction of realistic assessment of themselves and abilities. Help them, if possible, to redirect or make decisions with respect to what direction they want to go from there. We are assigned, we do belong to the division as counselors, but I still would say that we are a total counseling program because as everyone knows its to a certain extent a counseling program.

Mr. Abraham Washington: Tarrant County, South Campus - Add to that, Don, that we do use the services of the regular counseling staff.

Mr. Johnson: Without this close cooperation they could kill what we're trying to do. We just really work with them and believe in what we're doing. In other words, Mr. Zielinski's counselors each believe in our program and are constantly counseling and looking for kids who might benefit from the basic studies program.

Mr. Larry Davis: Tarrant County, Northeast Campus - Every freshman student that comes in Tarrant County must go through student personnel counseling portion and they send them to us.

Mr. Light: It would be nice to have money to have counselors. For two summers we have been able to do this. Out of the goodness of Uncle Sam we do have a full-time vocational counselor this year, but the counseling programming of our program is probably the weakest point. Last year I was supposed to have done the counseling. It didn't work out too well. Its still not working out too well. Its one of the areas that we are going to have to work on a great deal. Simply there is no counseling available for us to use as it should be. We have two part-time counselors, they teach 3/5 of the time and they counsel 2/5 of the time and they are divided up into a number of other different ways.

Mrs. Marilyn Monger: Tarrant County, South Campus - I'm not a counselor, but at

Tarrant County nearly our entire division works sometime during the summer without pay simply because its probably one of the most important aspects of our program. We found that it pays off during the school year simply because we come out to work with the counseling staff.

Mr. Jerome Novosad: Wharton County Junior College - We have a counselor who is assigned to the program, thats me. I also teach the personal and social adjustment, but these are not the only duties that I have and I guess we have a budget problem there too in our other duties. Also we have our reading teacher, Mrs. Schroeder, a certified counselor, and she does some excellent work in her reading laboratory tests. If we had a better budget I think we certainly could stand a full-time counselor in the program. It could be very beneficial.

Mr. Zielinski: I'd like to make this comment. The programs that I have see, and I've seen numerous programs along this line for basic studies. Inevitably in every case that I've ever seen a successful program it revolved around one simple concept. That concept is a concept of a community of counselors and it has been suggested here by a number of people. If you can instill within the staff that you have teaching the academic aspects of your program as well as the counseling in this type of orientation, you will have, usually, a successful program. And I would highly recommend to each of you to look at the special characteristics, and I'm not saying this because I happen to be from Tarrant County, but the special characteristics of the vertical team teaching approach or the bloc approach to this type of program. Because, with the overlapping and the working together of both of the counseling staff and instructional staff in creating this community of counselors, you then have all sorts of tentacles protruding into the student. And this in actuality is what it takes. You can't just take one counselor and devote a little bit of time out of each day to help a student who has poor self-concept, poor history of educational achievement and expect to accomplish anything with him. You may accomplish something, but not to the degree that you would like. So I highly recommend that you investigate this particular aspect of it and think in terms of the community of counselors. Try to get your faculty members to think in terms of being a counselor. I am sure that there are some other questions regarding what takes place. For instance, how many of the schools with counselors use specialize programs? We have heard some of them mentioned. Lets go down the line. College of the Mainland, do you have counselors or people within the program, teaching or specializing in courses from a counseling standpoint of view?

Mrs. Cowgill: I did in the past, but now I've been replaced by a full-time person who is teaching psychology. Now I don't teach at all.

Mr. Zielinski: What sort of ramifications does this course work take? What area is it in?

Mrs. Maybelle Stout: College of the Mainland - My training is in counseling. The first semester is personal and social adjustment, the second semester is career planning.

Mr. Zielinski: Can you tell us why this particular sequence was chosen?

Mrs. Stout: No, I can not say why this particular sequence was chosen, because I inherited it. This is my first semester doing it and I don't know what I'm going to do next semester. A year from now I can tell you more, I hope to learn from the others who are teaching personal adjustment and what things I can use.

Because I am not happy with the whole thing that I'm doing. Like several people have said, self-concept. You've got to work with this first to get positive attitudes and try to get more realistic before you can do anything realistic about career planning.

Mrs. King: We are setting up a bloc in human development courses. This year we have two, one of them is career planning, the other one is personal and social growth. Next year we are recommending that we add adolescent psychology as well as a leadership course and these will all be human development. We are doing it for two reasons, one is to help the student in the guided studies program in self-concept, personal, and social growth, but also to feed into a certificate and degree program in child development and, hopefully, teachers aid in another year. And this will be a bloc taking a person from birth to this.

Dr. Herd: We teach human developments. Oriented toward educational and career planning, but it involves a lot of self-examination.

Mr. Scarbrough: We have a course. Its a psychological counseling course. We use group techniques, individual counseling. We do whatever is necessary. We do different things with different groups. We use basic life adjustment problems at work. What I am going to be doing next semester is future planning, some kid of long-range goal planning.

Comment: I think back over a year ago, what we were talking about a while ago, you can't effectively work with a person's future or help them with their direction and expect to continue in the direction they would want to go or redirecting them unless you work with their attitudes or self-concepts. We do group work, we work with self-concept then we go in after we feel like we have developed realistic positive attitude and positive self-concept. Then we start dealing with career planning.

Mr. Light: In the social studies course that we've developed we are trying to deal with that thing. That is the course that I teach and we start out with the basic personality development, but we have an identity crisis. So, our course first semester is made up first of all of personality development. A great deal of time in that is spent on academic success and academic failure trying to show the student, of the development of personality, and what can be done about it. And then from that point we actually go into the history of Spain and the history of Mexico, a cultural background and identity thing, the problems that exists now and then the problems that are going to exist when you look in the future. We are doing this in a little bit different way.

Mr. Novosad: Basically they list our entire course similarly to some of the others. Our counselor teaches personal adjustment the first semester and career planning the second semester.

Mr. Zielinski: Lets just comment on this as you see fit. This would be the use of group procedures in working with these students and individual counseling as the students proceed and also your use of diagnostic testing in helping to evaluate.

Comment: We will forget about the testing part, just the use of group procedures and part of the individual.

Dr. Herd: One thing we do zero in on, we have a large black student population, about equal with white, a smaller group of Mexicans. For most of these youngsters

this is their first experience in totally integrated educational systems and so, of course, this brings a number of problems and we really work at getting to know each other, getting to a more comfortable relationship.

Mr. Light: We are going to use some of the guidance film strips with tutors and directed by other people in this study center. Because, we feel like the people are going to be coming into the study center, first of all because they don't have a place to study at home because they are ten other kids there and second of all we don't have enough library facilities for them and third of all is if they do come there, they are going to be the kids that need help. So we are going to give that a try. I don't know how its going to work. This should help our counseling situation.

Mr. Johnson: I think one of the problems that some of us may have run into was trying to do this counseling and all under the traditional Monday, Wednesday and Friday, or Tuesday, Thursday schedule and really not have excess to these kids when we need to see them. We try some things along that line. Maybe that part of the problem is if we take a hard look at our schedule and see if we can improve that situation because that could really get you bogged down in trying to work around that traditional structure.

Mr. Zielinski: There was a second question to this particular topic and it has to do with family involvement about how the counseling situation goes. I see that as encompassing actually two major areas. One would be working with the parents in terms of clarifying the program. Probably all of you would like to comment on that aspect of it. And then, of course, the second part of its gets down to the real nuts and bolts in counseling that has to do with dealing with students who either display hostile or aggressive behavior, who are experiencing learning disabilities or emotional instability.

Would anybody like to indicate in any shape how you attempt to deal with some of these types of problems as they relate to working with them. Or do you work with them, perhaps would be a better question?

Mr. Mayall: Our counselors I think are very effective in dealing with those parents and students and when our counselor irritates a student so that this irritation does not come frequently. On several occasions the counselor calls the parent in if he can make an appointment and talks with the parent about the situation, not usually in class, but the situation at home. We find frequently that the home situation brings a lot of these main problems that our students face and our counselor tries to solve these to a certain extent involving the parent. If he can not involve the parent, he tries to involve the student looking at the parent's situation or some situation. Our counselor says, that in about 1/3 of our students the real hung up is in emotional hung ups deal with their life at home.

Dr. Spencer: The point of this topic being on here really was a visit I made to Prairie View. Prairie View makes the point that some of us may pass up, that with students from whatever their ethnic background from low socio-economic groups the family is much more important than it is to others and it is quite necessary that the parents understand all along what is happening to the kid. Because, if the parents don't understand what is happening to the kid, if the parents' background is quite different from a college background, you really do get into the situation where the parents think somebody is stealing their kid or where the parent does not understand at all what is going on. You have a tendency for the kid to be, at least, under negative pressure at home. It helps build an atmosphere of the kid

getting some support from home or at least neutralizes the opposition from home if the parents understand what's going on. We do very little of that.

Mr. Johnson: We have been talking about bringing the parents in and we have talked about it and talked about it, but we haven't really done it and we need to.

Comment: Well the other way around. Some of the kids are the first members of their whole family group to go on to school. We find a lot of family members threatened by the fact that Johnny is going to get some smarts. They say, "what are you going to do that for - anthropology? Why don't you study some welding." So they really put the pressure on them.

Mrs. Schroeder: And also break into an income situation too in which they could help them in their environment. But my question would be, Dr. Spencer, what are they doing, do you know of any techniques they are using?

Dr. Spencer: It's a very expensive thing. But they are setting up a program, as I understand, that actually not only brings the parents in for some general counseling, but I think do some visiting to some of the homes. Now in their situation this is very difficult since they have a resident population, but it would be more possible in the situation of a commuter community college. It's still very expensive. You would have to send the right kind of counselors and this sort of thing.

Mr. Light: I am talking about it from two points of view. I am talking about it from the Board of Trustees' point of view and the point of view of the people in the community. This will become a political football in our area if you mention anything like this, somebody is always going around looking at you like you're some kind of nut or something.

Mr. Scarbrough: The notion of family counseling really intrigues me. I suppose we don't have very many students, either in or out of our program, that couldn't really be benefited by family counseling. What we are forced to do just because of lack of time and personnel is to only interact with the parents on sort of an emergency basis, they are kicking them out of the house and he is not going to be able to continue his education or something. This seems to be a real shame to me. What we are planning tentatively, another member of the staff at the college who is a sociologist and I have simply decided, that we may, in whatever spare time we can get, start a kind of family counseling program. We will probably have to limit our people we see to two or three at the most, but what we want to do is to carry it on over some period. Not just see them one time to say here is the problem, here are the answers. But, to actually work with the family and work with the students in the family setting to help him come to terms with some of the real problems that he faces.

Mr. Zielinski: I would like to make one comment. I realize the limitations that some of the institutions labor under. But I think you will find that in the area of counseling, there is a trend today, particularly within the community college or the junior college, the aspect of community is becoming pretty important aspect of the educational setting. The thing that I see developing at this point is counseling for community in addition to the students that you have. I think that where a great many of these problems can be solved in the future, I don't think it is going to arrive today or tomorrow or even maybe next year. I see in the future, maybe five years from now, we will develop to the point where the community colleges will go to the community counseling or community appraisal center approach whereby they

can offer services, not only to those who are enrolled, but to the rest of the community at large. When this does come into effect, I think at that point, even within these programs which we call basic studies, guided studies, or what have you, then you will have some medium whereby you can refer these unusually difficult problems to deal with to a service of this nature and they can adequately handle them for you.

Dr. Spencer: If you will, forgive me at this point for interrupting your discussion, I like this idea so much that I put it on the agenda just sort of to throw it out. I think its worthy of enough consideration for people to try to see what they can do about working a different counseling into their program and we are not doing enough of. But let us do go ahead and move on because of time to Dr. Herd and the topic of student placement.

Mr. Scarbrough: I have not a comment, but a question. I'd like to know what you all think about forcing a student to take or requesting a student to take the entire program as opposed to selecting the area of the program and we have heard some comment about students who can take some of the regular activity courses along with their guided or basic studies courses.

Mr. Johnson: That is my part for this afternoon first thing so why don't we hold that.

Mr. Mayall: I had another question along this line that Ruby brought out. I wondered if anyone else is trying any advanced placement with credit into regular programs out of the remedial or basic studies, guided studies-type program. In other words we are beginning to run into some stumbling blocks and just wondered if anyone else is trying advanced placement with credit. In other words I am wondering if this might not go back talking about placement, this might not solve the transferability bag that some of the smaller schools feel they are in.

Dr. Spencer: Let me explain a little about what you are talking about, I don't think everybody understands. When Fort Worth runs a student through their year of English, at the end of that year of English, if the kid is going into an academic program, you actually sit down with the faculty and decide how well this student does and what the next course is he ought to begin in. Then through a fiction of credit by examination and advanced placement, you show so many hours of credits in the prerequisites to the course he is going to take and put him in the course you decide he ought to go into.

Mr. Mayall: I see Galen shaking his head, but in effect this is what we are going to be doing in terms of English.

Dr. Spencer: I don't see any problem with any of this as long as you go through the fiction of credit by examination and show whatever on the transcript needs to be shown. Because nearly everybody does that otherwise in English or math or something. Its always transferable if the school would have used that course for their student if you show it by examination and show a grade.

Question: When you say fiction you are implying that he does not take the examination?

Dr. Spencer: Well, they assume that having had him in class for a year and having him do all of this work is the examination. They then make a judgment.

Dr. McClenney: Assuming that someone here might be interested in individualizing the program so that a student might complete, lets say this writing course or whatever, by October the 15th and then he needs him to move into your freshman English course or whatever, there is a way to do it and beat the system. But the question I want to ask you is, is anyone concerned about making an effort to revise funding procedures, the bounds of the semester, in terms of freeing us to do what we know we ought to be doing. I think thats going to be one of the most crucial questions asked regarding the placement. It is individualizing instruction. Now maybe that puts you on the spot, but I feel like we needed to move this way.

Dr. Spencer: I am going to take a bureacratic dodge. Thats not my bailiwick. I think that Dr. Hatfield would be quite ameanable to this sort of thing. But I know that he has not yet had the opportunity to deal with it. Actually thats without the bounds of our project. But I do feel that Dr. Hatfield would be ameanable to this sort of thing.

Dr. McClenney: And yet it may be the most vital issue for you to consider in talking about these kinds of programs. If you really are going to individualize the program for these students.

Dr. Spencer: At the current time the dodge you are talking about is you go ahead and start the student in the program and then the next registration period you register him.

Comment: I would like to second that motion. Our data processing people and registrars are still not speaking to me because of what we have done in our developmental mathematics program in order to get through with more than one semester in a semester.

Dr. McClenney: We are setting up a program this spring, that will beat the system I think, where a student, if he is able can move through three different courses in mathematics that normally takes him three semesters and if he is bright enough and if the student works well enough and the instructors and counselors can help him to the point that he can do it, we will carry him all the way through and then he will have to use the advanced placement credit by examination. There is a way to do it, but it doesn't free us the way we need to be free in order to help kids.

Dr. Herd: Are there other questions or comments?

Comment: Only one. Back when we were talking about whether or not to place students in these kinds of programs on the basis of the information you had in front of you. I don't feel any quarrel whatsoever that on the basis of our diagnostic program, saying "we have an opened door policy, but we do not have an opened curriculum. Then in our professional judgment you need this program. Its vital for you." And take a stand on it like any professional would. If you go to a doctor with a brain tumor and he says lets operate and you say yes I want my appendix out. Same kind of thing. So, I don't feel bad about that at all if he doesn't want the program that we feel he needs, then our school may not be for him.

Dr. Herd: Well I agree and I don't know why we are so afraid about making a decision like this and when I agree the most is when I see all the failure slips at the term in the regular college program. They stack up by the thousands and thousands so I don't know why we are afraid of this, if we believe in what we are doing.

Mr. Davis: I have a comment here. In the past we tried to place our students by force into the program and it did build up a certain amount of reluctance and negative feeling, but then with the bloc structure that we have, one person who is in there by force who really hates it can really destroy our whole program. So this year we have gone to a procedure that lessens the number of students that we got. Our counselor has the student who is a potential basic studies' student sign a waiver form saying that he realizes what he is doing and he does the job that he wants to do and we are going to do a follow-up for these students who have signed this. But it has created a tremendous change in the emotional atmosphere within the program so I think there is something to be said for the choice regardless.

Comment: I would like to make one more comment on this. Counseling with the students trying to assess and help them make up their minds in a positive framework. It seems to me that some of them are kind of glad for you to say, yes you must do this because that relieves the pressure. They can go home and say to mother and to everybody---well they made me do it. Where as they would have to say "no I decided to do it" and they perhaps would be more reluctant. I don't know this is just something that I kind of have picked up.

Comment: This is especially true with our students. Perhaps the counselor has 700 and something students that he has to take care of, most of them have no count on at all.

Comment: So they don't know what they are doing.

Mr. Mayall: We might add to what Larry said though, we only get about six students that sign a waiver.

Mrs. Cowgill: Its going to be very little. In our two years we have only had one student that has refused to go into the program and has gone elsewhere.

Dr. Herd: Well I think something else too, that if the program is good it becomes less of a problem.

Mrs. Cowgill: We had much less of a problem this year than we did the first year. The first year it was terrible, just terrible.

Dr. Spencer: This is the place, though, where these transfer agreements save your soul.

Mrs. Cowgill: Thats right.

Dr. Spencer: Because if you tell the kid "alright if you do succeed in our program, and if you do succeed in A.A. program, it all counts."

Mrs. Cowgill: Yes, whats the difference? And it really just fits you then or what? How can it all be worked out in the opposite way? In other words they can like the program and be happy with it, but feel like they are just wasting time and we are faced with a problem of losing them.

Comment: On time pressure, I think you say I feel that its dishonest to take your time and your money when this is probably where you are going to end up anyway before you can go along with what you want to do.

Of course, in reading it seems like there are so many commercial courses on the market that they feel like that they are getting something for their money because they have to pay much more on the open market.

AFTER LUNCH

Dr. Spencer: We are moving along almost on schedule, we are one topic behind. Our next topic is the topic of Testing of Students and our chairman is Miss Sallie Cowgill.

Mrs. Cowgill: Maybe since we are running a little short on time that rather than go to the individual schools, we might contribute on an informal basis. If someone has something to say that is new and different they can just speak up. Let me just start out by explaining our program because I think its different from some of these that I have read. We use the ACT score as our first screening and anyone who has a 16, and I might say that that is about a medium score, 17 is the median composite score of our student body. We have all of the students in for an individual counseling interview. In an individual table session the students who have had a Nelson-Denny reading test, a local writing test which our English department scores, and a local math test which is validated because the ACT does not seem to fit the structure of our merit courses too well, particularly on the lower level. I would like to comment that probably the Nelson-Denny is one of the most valuable tools that we have. I would say, this is just a rough estimate. We have no studies, but I would say at least 50% of our students are scoring below the 30th percentile on that Nelson-Denny and we do have an excellent reading program. So we can encourage our students to take advantage of that and its real good.

Comment: In our junior college I just finished a study of a group coming in for a freshman orientation. There were about 800. On that particular study over 1/3 scored, in our college, in the lower quartile and over 60% scored below the 50th.

Mrs. Cowgill: I might just comment that it seems to me very helpful to have that information before the student enrolls rather than after he enrolls because you can discourage him from taking reading courses that first semester. There are a lot of other things available.

Mr. Scarbrough: Since you brought up that point. If you act on scoring after a student has already enrolled and the scores are unavailable to you until the second week of the semester, can you move the students?

Mrs. Cowgill: They are always available unless the student is taking only one course. We have finally come to that point and its been great.

Mr. Scarbrough: We have had problems with students coming in who had taken ACT, but for some reason we can't find their scores for these things.

Mrs. Cowgill: We will take the temporary score from a transcript. If there is no temporary score available, he must take the ACT again. We score them.

Question: Do you have a cut off date for enrollment?

Mrs. Cowgill: We test all through registration.

Mr. Light: Do you charge the students for the ACT's?

Mrs. Cowgill: Oh yes. Are there any other comments about what tests are used, and what seems to be particularly effective or are there any other tests that you all are using?

Mr. Light: Is anyone using the SRA writing skill test? English? Is anybody using any English tests? (No response)

Mrs. Cowgill: I think right now we are talking about predicting problems.

Mr. Mayall: In Tarrant County we are presently using on campuses, a math placement test. The English department is now developing a placement test for use next fall. It may or may not be ready.

Mrs. Mary Lyons: Tarrant County, South Campus - The English department at South Campus is writing, under the Ford Foundation, and Dr. Thomas is doing the work, a programmed approach in developmental English, based on extensive pretesting which she did at the first of this semester. She is conducting the experimental section. I am the Chairman of the developmental English at South Campus and am collaborating with her in doing an experimental section. We will present this course on a wide basis with some seven teachers next spring. Therefore, we should have something to report by one year from now, hopefully, if we meet again.

Mrs. Cowgill: What kind of pretesting are you using?

Mrs. Lyons: Its two pretests on each of five packages. The packages are: one, spelling, two, sentence structure, three, more complex sentence structure inter-relationship of sentences, very much what we are getting in freshman English and later we will of course decide whether by taking our comprehensive tests on the entire package they can skip 1613. We have not made that decision yet. But she has ten pretests for each of five sections in as I said, one spelling, two, sentence structure and then two paragraphs and we are in the second part of the more complex paragraph now since our term will be over as far as teaching is concerned in 2 1/2 more weeks. The tests are given just before the lesson is presented. Dr. Thomas is thinking now about giving the whole battery of tests. She feels that the results would be more conclusive if the whole battery is given at once. Of course, that is a very discouraging way for a pupil to begin a course and take a battery of some 40 tests. Dr. Thomas has not made that decision, but she will be the one to make it and I will be the one to advise. I hope that we won't give the whole 40 at once. I think thats too much. But I do agree in terms of pretesting and post-testing, the whole battery would be much more effective.

We are very proud of Dr. Thomas and we hope that some of you will look at this packaged course when we get it ready. Right now its just on mimeograph which works a hardship on anybody. But Dr. Thomas' style is very readable, her choice of sentences is good. She has done an outstanding job and we are hoping it will be helpful to other schools.

Mrs. Cowgill: I have one question, if no one has any more to say. Have any of you moved into the area of trying to find out why the students have not learned particularly well in 12 years as opposed to the fact that they have not?

Comment: One thing that we learned is that our students frequently have a maximum number of absences possible in their public school record.

Mrs. Cowgill: Lets say I am speaking of this in terms say of testing or is this legitimate for the junior colleges?

Mrs. Schroeder: I have been interested in it and have asked my students or they have asked me what can I do. I had students tell me when we discussed our grade level that they really didn't apply themselves.

Comment: I would like to point out one thing that has always bothered me and I have been involved in several projects dealing with this problem. The fact that we have used many times reading tests for placement of students based on a reading background and yet there is a similar weakness in our faculties. If you give them reading tests, they average the 10th grade. I am wondering if in many areas in these remedial developmental programs, if we are not overtraining. We are developing, I think, many times very unrealistic exit points and I get a little concerned when I see that we are holding the students in a certain phase of the program until they reach a certain score. I just ask you to go back and test your faculty. In other words we felt like if this student was willing to, did want to do some extra work and he did want to try to achieve, that we ought to give them at least an out at the end of the first semester. Out of roughly 193 we had 39. We lost 14 of them and 5 of them took some other type of English and we had 19 that took the freshman English and only one out of 19 placed.

Dr. Spencer: Let me speak to this point, I have visited nearly all of your programs. In fact, I think I have visited all of them except the Mountain View Campus. Very few of you are really doing any pre-testing or post-testing. In fact, as I remember, Texas Southmost is doing more than anybody else. I know there are limits to the testing and I don't feel like that when you bring the kid in, you ought to knock him down by a whole battery of tests. But I really think that for your benefit as well as everybody else's, you really ought to look at this matter of trying to find some objective ways of evaluating your programs. I asked nearly all of you for what evaluation information you had and about what nearly all of you had was--- "well the teacher's attitudes are pretty good and the kids seem to like it." You place them on one basis and then you graduated them or moved them out on another basis.

Dr. Herd: What do you suggest because there is all kinds of evidence that just testing doesn't give us valid information about what these kids can do or what they can't do.

Dr. Spencer: No it doesn't give you terribly valid information in a way and yet it gives you more valid information than nothing.

Mrs. Cowgill: Well I think there is a difference too between using testing perhaps as a research tool and using it as a placement tool after the fact.

Mr. Light: I know that we used the facts that we gathered from the first year to make the recommendations of letting those people scoring between 9 and 15 on the ACT choose and we did that based on the research that we did. From that standpoint we've got to have a test.

Dr. Spencer: Well I guess all I am appealing for is all the research you can do. You'd be surprised how often I asked--"well how many of your kids pass, percentage-wise? How many of them pass the course that you taught", and I got, "well---." I don't know that you have to be too sophisticated, but at least you can go back

and correlate grades against what you put them in there on, you know this sort of thing. You could do all the study that you can.

Mrs. Lyons: Seems to me that we are going to be on a difficult level if we ask the senior colleges to accept us on parallel basis if we don't hold the testing. I submit that we can tell a great deal by testing. Dr. Thomas, for instance, holds 85 as the minimum grade for each of the 40 lessons.

Mr. Mayall: I hate to get in here and I'm not against testing, don't get me wrong, but ladies and gentlemen the age of accountability is here. I am just asking the question. Do you want to be held accountable based on what devices we have at this point?

Mrs. Lyons: What do you mean by the age of accountability?

Mr. Mayall: I feel that in terms of education, if you want to know what I mean in terms of accountability, we are going to have to account for the dollars spent in education to the public. I get real excited when some of our things that we have created in education suddenly become that important.

Comment: I am curious about reading programs. How many correlations have you run concerning the reading test, the math test? Have you made any correlations between your various reading test scores on your students and their ACT scores or other scores?

Mrs. Moore: We have tried this and we need some help. The ACT gives us a very nice correlation with the Nelson-Denny. We worked from every angle that we can find to use the ACT test in lieu of this vast number of test that we must give and we can't find the correlation. We've asked Dick Tarter to tell us how and he hasn't come back to tell us because our bilingual problem kills any validity. So we are having to lean on our old Nelson-Denny. But we have a teacher who is working to prepare a test. The Nelson-Denny is better than nothing and it's the best of the nothings we found. We tried several placement tests.

Mr. Light: There is one little trick that we haven't been able to pull off except to limit the testing because one of the high schools won't cooperate with us, is the last SRA Achievement Test that the student had broken down into four areas in English. This is much more meaningful than the ACT.

Dr. Spencer: For your curiosity. San Antonio College did an interesting thing. You know the basic research program that the ACT will run for you. They got ACT to run this basic research program on the kids in basic studies. The correlations between the various ACT subsections and grades and between the grades in high school and the grades on the guided studies courses. You might go over there to San Antonio sometime and look at this. About the main thing it tells you is that nothing correlates very well with anything else. The ACT test, once you are within a program like this for them had almost no relationship of any kind.

Mr. Mayall: Let me come in here again because I don't think I got my point across. Nine states have adopted accountability policy at the state level. Colorado is considering it now. In West Virginia there is a community college in which teachers' salaries are based on pupil growth. In other words at the end of that year those people are tested and their salary is determined on a ratio with growth of those students and also I am possibly suggesting at this point is---do we have the instruments available now or do we need to start looking somewhere else for

this information.

Dr. McBride: Well I think a problem here that perhaps we are overlooking is that there is never going to be any test that is a panacea for this problem. There are too many factors involved in learning.

Mr. Mayall: But have we looked, Galen, this is the thing that I'm concerned about.

Mr. Light: If you are asking if there are new tests coming out, the answer would be yes. But they won't tell us anything that we didn't already know.

Dr. Herd: Well I think something involved here is a redefinition of education.

Question: Do you take into consideration about what the student plans to do? Does everyone need to pass an English test to do what he wants to do? Sometimes I feel at least in the area of reading just to obtain some literacy is my goal and so if I am flexible from student to student depending on what he wants to do and giving him the tools to equip him to come along in the areas that he wants to. Also along with our reading program, perhaps because of some of my political background in reading, we have measured into some of the areas of learning disability. We find a correlation in some of our testing and counseling, and explanation as to why students haven't learned to read or to write. We don't have a formal research, but we are getting set up to the point that we can get some valid information on this. In working on the problem, this also gives them a psychological explanation as to why they have difficulties as far as helping to relieve some of these problems and go on from there. There are not many schools that are doing this on the adult level, but it is experimental. But can we overlook this in trying to take these people from wherever they are and put them somewhere, can we overlook the whole area of learning disabilities?

Mrs. Betsy Overholser: Tarrant County, South Campus - It seems to me this would apply directly. When we speak of learning disabilities and they make some improvement, are you comparing to the whole group? I would ask a question, "Are any of you using this residual gains grading?"

No Reply

Mrs. Overholser: I would strongly urge you to explore this area if you are concerned about your students individuality. Since this seems to be core part of your program, then you have ignored the very basic part and that's allowing for individual difference in grading where you totally forget the rest of the students and concentrate on one student.

Comment: We do that in figuring the logic grades on the English 3200 program grammar.

Comment: I think the problem in grading this way is the fact that you just can't communicate the kind of particular gains you are talking about using the traditional symbols. This is where the difficulty is.

Mrs. Overholser: You mean you are saying you can't set it up.

Comment: Oh yes you can set it up, but I mean how do you interpret that information to other people who look at the transcript?

Mrs. Overholser: There are two possibilities. You can give the student two grades.

This is a possible solution. The one of his own improvement and one on a comparative basis with anybody you want to compare them to, I would say probably do it with anyone in the class. This is where most of the student grading is done, but give him the residual gain grade, his own grade on his own progress. He may look like the shiny star in the class in terms of what he improved in comparison with someone else.

Question: But how many institutions are set up to record grades like that?

Mrs. Cowgill: Perhaps this is one way that we can resolve some of the problems of our testing and I certainly agree that we are in the primitive ages of testing. Subjective evaluations of the teacher who knows the student in ways that are not measurable. I think the two definitely are going to have to be combined as far as placement of the student at the beginning of the course and perhaps in this area you are speaking of, this has to be a little bit subjective too.

Comment: Since we are off over on teacher tests now. I now have come to this conclusion: these students have such short range goals and lack initiative that they need some help in study habits. It appears to me that really they need some sort of evaluation weekly to encourage them to develop some study habits. Because I use little informal questionnaires that say they study two or three hours before this test in four weeks. Where as if we have one weekly they start studying more.

Mrs. Monger: May I say one thing? We all say in our goals, at least ninety percent of them mention or use the word motivation. There is a way and there are materials to measure motivation. There are new things coming out all the time. Some of you may be familiar with some of them. Some help you set up tests for particular attitudes or areas. You can do it any way you want to to try to extract what you want to know concerning attitudes, liberalism, all this kind of stuff. All of this kind of stuff can be done, but it takes a lot of work. But it can be pre-tested and post-tested and you can measure it. There are a lot of things that have to be tested out of it....the attitude of the teachers and all kinds of things like this. But, it can be done if somebody knows how to do it and it needs to be done. We have talked about this and I thought we had it done, but I did not get it ready in time this year. We will have it next year.

Question: Can you design it to measure self-concept?

Mrs. Monger: Your self-concept?, yes. I think we can do this. But it is just a matter of changing one to be more open minded. We want them to be more polished. This is one of the things that we do, of course, and it can be measured. You can design it to measure even conservatism and liberalism if you want to. You can design your own questions.

Mr. Light: That might work if you are White Anglo-Saxon Protestant middle-class. But otherwise it won't. You will get the right answers to the wrong questions.

Mrs. Monger: Well, you have to design your own questions around this.

Mr. Light: But we can't design them, that is the problem. Within the confines of certain cultures it is impossible to get that kind of objective answer to test questions.

Mrs. Monger: I wanted to make one statement about the affective domain.

When we are attempting to write objectives in the affective domain we expect some difficulty in these tests and we realize that we have to use such terms as "observe" as a verb in an affective endeavor. We also realize that we have to allow them to "approach willingly" and these are words that we must use when we get down to the nitty-gritty of writing affective objectives. Therefore, why do we turn around and say everything has to be in a positive form in order to be a valid test of what the student has had? I think we must allow observation of "approaching willingly" to be valid.

Mr. Mayall: Well, there is another point of view here and although I don't particularly agree with what you said before, I think it is possible to check into affective growth so that you can check cognitive growth which, if nothing else, suggests that this affective growth has taken place. I am merely following Nagler here in saying this, but it is difficult for me to counsel in our Northeast Basic Studies. We say that these are our affective goals and then we organize our curriculum which is in the cognitive domain which we examine to reach those affective goals through that cognitive domain. We take the cognitive domain and then make a leap of faith on the assumption that these cognitive goals are reaching toward that affective domain.

Dr. Spencer: I know we are trapped into a bad situation. In this kind of program, when a student says he wants to get a bachelor's degree, we are forced to attempt to change his attitude in such a way as to make him adapt himself into something he does not want to adapt himself into and which is not necessarily logical if we are going to get him to succeed for that bachelor's degree. So we are trying to change his attitude so we can get him to be willing to succeed as we judge it in the cognitive sense. While I've got the ball, I want to pitch it to Charles.

Mr. Johnson: We talk about change and things and we are all involved in changes and I will repeat a little story. Its a good story. Supposedly there was this little school teacher who had been in this classroom for a long, long time. She was always asking for change, but when they really tried to initiate any change, she kind of balked really. Finally, after forty years of teaching she went to her reward, whatever that was. Upon arriving there they had that big classroom for her with all those things that she had requested and after about two or three days in there she became very unahppy and went to someone and said that she would like her old classroom back, that she liked it the old way. She was told that could be accomplished, but she would have to leave heaven and go some other place and she said that she would and so they sent her down to hell and there was her old classroom. The guy who told me this said that the moral of this story was that in this day and time if you can't adjust to change, there is a place where you can go.

I think you know since we've gone to lunch we may have assembled forty of the most frustrated people in education in Texas here from time to time. I am going to make one quick announcement before I forget it. Several of us stayed until the bitter end of that business meeting last year at the convention and proposed that a new section be formed and it was approved and there will be a new section this year at Texas Junior College Convention for people in basic studies-type programs. I would encourage any of you who would like to attend those meetings for us to get together again in February and do a little more idea swaping or whatever. Dr. Daves who started the basic studies program at Tarrant County will be one of our speakers in one of those meetings. I happen to be chairman in that section, but I invite all of you who would like to attend to show up at that section.

If you will look at number six. I don't intend to go down the row there. It has

to deal with the Structure of Education of Programs, Individual Courses v. Full Program and so forth. Kind of look over those and maybe some of you would just like to grab one of these and maybe present the group here a question and kind of go from there and make it as informal as possible. I don't want to go through the different colleges and whether you have a full program as opposed to individual courses. I did hear more and more talk about self-concept improvement, and attitudinal change. But, I wonder how many of our programs in your opinion are really not getting there because of the structure of the thing. Maybe that would be a good question. Sometimes the way that we are organized its hard to pull all these back together perhaps, I don't know. Would anybody like to make comments concerning, say, a full program or are the people in your program there full-time or do they take a couple of courses with you and then are they out here part of the time.

Mr. Mayall: I feel that the programs that are spread all over the school and have no logo to speak are at a disadvantaged. I feel like these programs should be, in order to be pretty well coordinated, there should be some central place for the coordination to take place. I think that separating these students completely is bad. I think a complete separation, to say over here we have all the blue birds, they've been doing that for a long, long time and they know it and when they get, say in the writing lab with the same people they have been in reading lab, they say well maybe this is us and over there is them. So, I think some way to try and integrate the program that these students have into the total college thing is a desirable thing. I think that intellectual segregation is as bad as some other types of segregation we have had.

I feel like sometimes when students take the whole bloc, some students don't need the whole bloc. I think that we ought to plan some way to be more flexible. I think that we should have individualized instruction and we should be able to offer continuous progress. I think its really silly for some students to spend two years to get their skills before they go to work to make some money. I think they should be going to work very fast within the end of the first semester and making some money, becoming independent, because that hits them right in the gut.

I am interested in the use of student tutors and I didn't realize that this was growing so much here. In extra-curricular activities, a lot of our students find a home within the campus program, within the poolroom or within a movie program. They don't have room at home; they like to go to school; they feel some identity with the place. I think thats fabulous, frankly.

Mrs. Overholser: I would like to ask something. As far as the reading program, one way to help make this pay is to arrange the course so that all the students can come in. Then reserve a certain number of cards for the students in the team, but then we open up the remaining part for these students who are very interested and very enthusiastic and consider reading very important to them. Sometimes you may find a good reader who has poor spelling skills because perhaps he has a partial hearing loss and never realized it so the phonetic approaches have helped him so you help him find another input to this skill so that he is enthusiastic about this area or another area. I think this helps encourage him and builds an interest and a pride in a reading program. Its very hard for a good student to get in and they fight to get the course. So this makes it something desirable in places. I think the other students having that opportunity in some of these courses takes the stigma away from them.

Dr. Herd: In reference to the blue birds and that is if you don't see them as blue

birds, they aren't. I don't understand why we feel that offering an appropriate educational experience for a good student is something bad and that it segregates them from anything. Because every single one of us in this room learns on a different level and on a different rate from everyone else. So if you have a staff that really sees this program as worthwhile, it makes no difference whatsoever in the students. I can not see it.

Mr. Bass: What usually has happened historically when the program is farmed out in all the different divisions, is that the newest teacher gets the assignment and he is the most inexperienced and it is the dirtiest job and is the job that needs the most skill and the most attention. This is one thing that I found.

Dr. Herd: When our program is put into a separate division we feared that this would segregate these kids and its done just the opposite and has integrated them into college and into the community.

Mr. Carolan: Speaking of tutors at Wharton County Junior College. This year one of our leaders suggested that we try to get tutors from the studentbody without pay and we had quite a few volunteers and they have been working out terrifically. They really have been good and also our Phi Theta Kappa has opened a tutoring service thats open to the whole school. In other words if anybody would want to go by a certain section of the learning resource center the Phi Theta Kappa are there perhaps four hours a day. It is tutoring that doesn't cost you anything and they are very, very willing to do it.

Mrs. King: May I ask you this? What kind of turn out do you have of students taking some advantage of that?

Mr. Carolan: Yes, we have been watching it closely and out of our 55 students we have about three students that go by. But also all the teachers in school have a two hour a day office commitment. I am sure, though, that if we look at this very carefully we probably don't get two or three students a week come by there.

Mrs. King: Let me tell you what happened along that line. I went to American Airline three years ago and found an airline stewardess and you know how cheap they are and I think these girls were willing to come to college and be tutors free and so we told all the kids about it. But what happened was that at first they went and then it finally kind of dwindled down and so when I talked to the students about why they didn't show up. "Wasn't she helping you?" "Yes, she helped." "Did you like her?" "Very much." "Why didn't you show up?" And they were reluctant to say. I came to this conclusion: that human nature values what you pay for. Here is one reason I believe it. After doing that, I went on a paying basis and they always show up. So maybe its something involving pride.

Question: You mean that you paid the tutors or paid the children to be tutored?

Mrs. King: The first two years it was free, no one paid. And the attendance was like you said about your three. Just the poor little girls were there to do a great job and nobody was showing up. Then when I went to the dean and told him about this, he asked what did I suggest about this. I said, lets put them on a paying basis. So the next year the student had to pay to be tutored. I used students from the college and we said you have to pay \$1.50 an hour. They said fine. They paid and they always show up. Now that we have them on a paying basis, they show up and its going great.

Question: You mean the students pay to be tutored?

Mrs. King: Yes, they pay to be tutored. Now the guided studies people get it free because it happens in the classroom. You see we have tutoring for all subjects in our college.

Question: Are the guided studies students showing up to be tutored even though they are getting it free?

Mrs. King: Well they are tutored in the classroom plus we have some labs and the tutors are in these labs.

Dr. Spencer: In my visiting last week, the two schools I visited were Kittrell in North Carolina, a small private black college and Central Piedmont in Charlotte. Both of these schools are going heavily in parts on what we call the "systems approach" and quite a bit of stuff that is automated instruction. They have both found it necessary to require a given amount of time on the same basis that you are talking about. I think its a matter of human nature. I am right now trying to learn spanish on my own in my own spare time and its amazing how often you skip the lesson for today. I think you simply do have to have some sort of regulating device when you get into the matter of individualized instruction or whatever it is.

Kittrell started out having the attitude that the kids can go off and learn on their own and simply met them periodically and checked with them. The kids weren't doing anything. I don't think their kids are any different from anybody else's. You just don't go off and do that type of thing.

Mrs. King: Of course, there is a different group and type of student that comes and pay to have help in chemistry. They will be there on time and will pay. I guess they are terribly highly motivated to pass that chemistry.

Mr. Bill Moore: Tarrant County, South Campus - I might back up what you said here. In our developmental math courses, we have three, and we have gone to a programmed approach this semester. The idea being that the students could progress through at their own rate of speed. We do require attendance, we will not go that far that they just go cut and do it on their own. We do require attendance, but the theory was that they would be moving along each at his own rate of speed. We have found that our biggest complaint from the students is that we didn't set enough deadlines for them. Our next semester we are going to have to say, "alright we will take this test at this day." Thats not the way we wanted to do it, the students are demanding it. We are not going to require that they have to take it the exact time, but we are at least going to say if you want to stay with the program at the rate that you ought to be moving, you need to take this test at this time. So this reenforces what you said about---

Dr. Spencer: Well all of your programs, nearly, are all attitudinal programs on the assumption that the student really has the basic ability and you are not pouring information into his head in the remedial sense. You have an attitudinal program because he needs to develop within himself the motivation to do it.

Mr. Johnson: I agree with what Ruby said a while ago. If that is the case then I see it that you have got to surround yourself with some instructors and all who kind of understand the problem and get them together. I don't think it will work as a departmentalized thing.

Mr. Light: It doesn't work with English teachers from our limited experience.

Mrs. Cowgill: I would like to make one comment about the mathematics. We had had

a great deal of difficulty in our school with students being interested and passing mathematics their first semester. As a matter of fact, very few did stick with it and pass it and so we made math an elective and a student only takes remedial mathematics the first semester if he wants to and he has to specifically request it.

Mr. Moore: I might point out that our developmental math program is not a part of basic studies program. It is opened to students from basic studies or from any other area, in fact we have many more from the rest of the studentbody than we have from basic studies in our part of the program.

Question: I have never really understood too much how the basic studies program in Tarrant County fits with the remedial aspects. In other words if the student goes through this program for a year I can see the attitudinal value, but where does the skill development come in? Like reading and writing particularly.

Mr. Johnson: Well, we have a communications course and a reading improvement course in the program, is that what you are talking about?

Mr. Mayall: What you are doing is building the skill through attitudinal periods, or trying to.

Mrs. Cowgill: In other words the student takes the reading and the written communications the two semesters along with the other four courses, is that right?

Mr. Davis: At Northeast Campus. This year we do have the reading improvement course which they have on the South Campus, but we discovered that the attitudes of the students towards the reading laboratory are so negative that we are dropping this as part of the requirement and incorporating into each of the content areas definite remedial reading skill programs so that the reading no longer is taught in the vacuum of the reading laboratory; it is in each of the content areas where it becomes immediately applicable.

Mr. Johnson: We are trying to do that too, Larry, but we are keeping our reading coordinator and our reading people to work with us on it. The teachers in our program took two successive weeks in the lab ourselves, trying to help us to do this. We all realize that we can't just turn over reading to the reading teacher. Its going to take a combined effort on all our parts in communications and in all the areas and that is why I say that the whole program seems to fit our needs better. I am not arguing with your point, you may do the very same thing.

Mr. Mayall: I think the difference might be in the background of the individual that we have. At this point, on the Northeast Campus, we have people with dual degrees such as masters in the social science area plus a masters in reading. So we have a reading specialist and a content person and the same individual. We have counselors in the academic type of backgrounds. So for us it works, we feel, without much difficulty.

Mr. Davis: I would like to come back to one other thing that I mentioned earlier. I get the feeling that a lot of you are still overlooking this aspect of having a community of counselors. I think this is extremely important to a faculty and I think it has great ramifications for what Mr. Johnson is talking about in terms of having the faculty and the counselors all together and working in teams, having the students in blocs where they assume some identification, not only with fellow students, but with their instructors in the program. I think we often need to

recognize that the majority of these students are coming from a background whereby they lack motivation to learn the skills that you are talking about, number 1. Secondly, they haven't had a background where they achieved success. For the first time in their lives it may be that they are able to establish a meaningful relationship with an adult, which the great majority of them have never had. And I think if you will stop and think just for a moment, the people that you have learned the most from in your careers in becoming educated were the people who took the time to show you that they were interested and concerned with you as a human being and were interested in what your problems were and would take the time as a group to try and solve these problems. I just can't emphasize the importance of this aspect of it. If you take a program and you disjoint it and you have some people working in one area and some people working in another area, you lack this communication and you lack this total identity for the student to identify with. Then, in many respects, you are going to fail because you are not going to have the things that are necessary to motivate this student to learn the skills as an outgrowth of the attitudinal changes.

Dr. Spencer: I have one more thing. A student from a disadvantaged background educationally is frequently from a disadvantaged background socially and financially. He has the attitude that he does not belong when he comes on campus. He has nothing in common with the people there and with the campus itself. He tends to quit because he doesn't know anybody and he doesn't fit and he doesn't understand. It's just not his place. So you have to do everything you can to create supportive institutions for him. The personal relationship with the faculty, the personal relationship with the other students, the social life, the whole feeling of belonging at the institution.

Comment: The student comes in with a low self-concept and a very high anxiety level. The self-contained situation they have will give him security to go ahead and use motivation to achieve.

Dr. Spencer: He needs somewhere to belong to.

Comment: But that's not the only question, we also teach together. We take one skill and we may have two or three teachers working at the same time in the same classroom with the same group and situation. We plan together and we teach together and that's all the time.

Mrs. Cowgill: I would like to make one point if I could just disagree with you just a little bit. I think that we are making a tremendous mistake assuming that the reason these students have not learned is motivational or economic or something like that and basing our whole programs on it. Last spring we did a little pilot study and we took 19 of the students in the reading lab who, after about a semester and a half of reading, just had not made any progress at all. We just did our very best to try to find out why they didn't. And we found out that out of those 19, well 8 of them passed on intelligence between 90 and 110 so that wasn't the problem, but we could identify at that point that 17 of these students had specific problems with their functional vision or with hearing or with gross motor problems and so it didn't matter how much you motivated them they still weren't going to learn until you solved that other problem. We are working on this some more.

Mr. Zielinski: I can't disagree with what you said, but I'll go you one further-- you said that you can do this. What I am really saying in essence is unless you take the attitude which I am indicating that you need to take, you are not going to be interested enough to find out whether or not that kid has a problem or whether or not he has hearing loss or whether his eyes are bad.

Mrs. Overholser: When you split your coins you can finally see it can become an expensive program and we have experimented some. When you try to give the personal attention you have to develop some program, but these people need support, they need someone interested in them and so forth. For example in our reading program we have a full-time assistant who is on the secretary level as far as the pay scale. A person who can work with all types of people and show a genuine interest in how to handle all types of problems and can help them in a tutoring sense. And we have three students, so not only do they have their instructors, but they have a core of people whose job is to help them when the problem arises, show them how to use materials or what to do next and a very definite interest in them at that time and in what they are doing. I am really pleased and quite impressed with the difference that its made in the student's progress. They have had students come in and put many extra hours when you wouldn't expect to even put in the minimum amount of time because it is taking them more time. It may take half a semester, sometimes to convince students that we are here to help them regardless of how weak they are or whatever, that we are here to support them, will be available to him in extra tutoring or extra help in any way we can. I think by suffocating them with this interest we have had an interest and a participation.

Mr. Zielinski: I don't think it should stop there though. Maybe I am not making myself clear. I don't think its enough for people in education. I think this is one of the problems that higher education in general suffers from today. Too many of us go into our classroom or do whatever our thing is in education from the standpoint of meeting just the educational need of the student. Too often I hear educators speak of -- "well I teach them the things the best I know how. I've offered to give the kid help." But all they are talking about is their educational responsibility to the student and really what I am saying is, in order to get through to students and help them to learn, you are going to have to prove to them that you are interested in them in a sense other than as an educational thing to manipulate and try and do something with. You've got to prove to them that you are interested in them as a human being and you must relate to them as one human being to another so that you can build some rapport with them to the point where they like you as an individual and are willing to work hard and are motivated just for the sake of pleasing the instructor or using him as model, if you please. Its not enough just to do the educational aspect of it and I think too many of us fall into this pit-fall of stopping at that point in the educational structure.

Mr. Bass: Some people go too far in a very dangerous way in a personal relationship. A lot of these students want to be depending on people and they will search out somebody to depend on. They will use you as a leaning post if you let them. Also many of them have psychological problems that scare me to death sometimes. I don't know how to cope with them and I don't intend to mess around in that area.

Dr. Herd: If we are not smart enough to pick these things up and refer them to help, we don't belong in the business.

Dr. Spencer: I am afraid at this point we are like a group of priests discussing religion. Because you could not gather together 40 people more likely to agree on this. Teachers in these kinds of programs are the most committed energetic people. We are reenforcing ourselves on this point.

Mr. Washington: I think what Mr. Zielinski is talking about is that we should

be able to recognize when we need help. When do we need to make a referral so a person can help that individual.

Mr. Zielinski: My experience has been as you please somebody else you become very much pleased with yourself. And then slowly, but surely, you start to develop this concept of -- "I am a worthwhile person." "I can achieve, I am doing a good job." And then pretty soon it becomes ingrained into you and you are able to go on and you don't maybe need some of the crutches that some of these other people are indicating that a person of this nature may need.

Mrs. Overholser: If you are saying a person has certain roles, they want to learn and we are going to package materials depending on what they want, we are talking about a learning situation. Are they learning what you want them to learn because it pleases you or if we are packaging for their goals, then they could really care less, do you think that's important?

Mr. Zielinski: I think they are learning what you want them to learn and in the terms of trying to put on a facade, it is pretty difficult to put on a facade as far as learning is concerned. I mean if the kid is learning and he is putting in the time and the effort and he is indicating to you that he is willing to do this, you are going to know by the results that you are getting. Then it's just a process of growth from there on in.

Mrs. Overholser: You mean you've never learned anything in graduate school you really didn't want to know, but you learned it well enough to satisfy the instructor or a test?

Mr. Zielinski: Yes.

Mrs. Overholser: Well there is your answer. They can learn. They can learn to play the game of what you want.

Mr. Zielinski: Oh yes they can. What I am saying is that they should learn not because of that reason. They should learn because they want to learn and one of the ways that you can help them as an educator is by giving them a good model and making yourself the type of people that will motivate them by showing an interest in them.

Mrs. Monger: I think that's the point. In other words I think we have to make the first move to accept them and I think if we accomplish anything it is because of that.

Comment: Joe, I would like to say that teaching the student to play the game so that he can beat the system is a legitimate objective.

Mr. Johnson: I get excited when I talk with you people who work in these programs. When I think back of my freshman year in college, I saw it really as pretty dehumanizing and I sometimes wondered how I survived and I think this is a thread that runs through all of our programs. We are searching for ways to humanize our approaches with these kids and, even though we disagree on a lot of ways to accomplish that, we are pretty well sold that we are trying to do something and humanize our approach in working with these kids. The old traditional way did not, in my opinion. It depersonalized, dehumanized and it wasn't until I got to graduate school when I felt I had some people who really gave a damn about what I was doing and had close contact with me that

I felt like I really grew then. But, up until that time it was really, go there and go there and nobody really cares and if I drop out who is going to know and who cares. I do think there is a thread.

Dr. McBride: Its good that there is a fine line to be aware of. Its very easy, and I've seen this happen with an instructor that gets too involved with the student in this sense of wanting to humanize the procedure, to be a little less than honest in their evaluation towards the student, in communicating this to the student and sometimes you just postpone.

Mr. Johnson: He may be a failure, Galen, and I agree, but I like even those who leave our college to know that at one point while he was there that there were some people who could take the time and work with him and go as far as they could with him and then if he doesn't make it O.K., then he doesn't leave with completely bitter resistance.

Dr. McBride: This is not what I am saying. I am saying, and I am really not referring to a basic studies situation, because I am not in basic studies. I have seen it happened that the instructors, perhaps it may be from something lacking in their own background, actually have gotten so close to students that they have not evaluated these students objectively and when the students leave their class, they go into another situation and fall on their face. I am not sure, but what thats worse than being a little bit more honest with them.

Mr. Scarbrough: I can't see that it hurts, ever, to be close to a student, as close as you can get. Now granted there are people who don't know how to handle inter-personal relationship. Some of those people are teachers. But, I feel like I am not doing the best job I can do unless I know the student as well as I can know him, unless I care about him as much as I possibly can. I mean on a deep level. The more I care about a student the better he does.

Mrs. King: May I say something that students say? Students say about many, many people. I had a great time. I found a warm friend. It was beautiful. I still don't know how to write paragraphs. I think we can really go over board on the love angle. I'm not degrading it, but they are supposed to learn.

Mr. Scarbrough: I am not speaking about caring in lieu of teaching. I am talking about caring and teaching.

Mrs. King: I think if we are not careful we can talk with glowing terms about letting him know that you care for him and he will get all sorts of things out of it.

Mr. Light: I don't care how much he may know you care, you still have to establish the relationship that you are the teacher and he is the pupil. If you don't, he is going to take advantage of it and he won't learn anything.

Dr. McClenney: One point that has been made rather eloquently, I think, in all of this is that most of you see yourselves as caring, accepting human beings who are rather warm, wanting to have a relationship with students. If thats true, and if you are able to state to the students what your expectations are for them, they are going to make efforts to live up to those expectations and that in itself is satisfying. And if the expectations are realistic, it will also allow the student to have experienced success. Thats what I hear of the last 30 minutes of discussion and its a good point.

Comment: It seems to me too what we are talking about is a philosophy which hopefully prevades the whole junior college system, the whole educational system all together. In other words the developmental lab instructor should never communicate the same type of concern that an instructor of psychology does.

Mrs. King: And at the same time he is doing that, teach.

Dr. McBride: This is what I was saying. I certainly was not degrading the need to let a student know you care for him. What I was saying is that you have to be very careful to be sure that you are upholding your responsibility of teaching. I've seen some very popular teachers whose classes were filled consistently who were just not teaching anything.

Dr. Herd: I think its a matter of the manner you go through the caring involved.

Mrs. Moore: Acceptance of Program by College Community -- To expedite this, may we start with two assumptions? Number 1, the college community, may we limit it to the faculty? May we also start with the second assumption, we are converts and we will take about the Sinners. With those two ideas in mind, maybe we can progress by asking this question. How many of you would vote yes, we have a good faculty attitude behind our program. May I see the hands of those who do -- your total faculty. I wanted to ask those of you who find that the attitude of the remainder of the faculty is not as dedicated as yours. May we start over here with the person who voted: "I have an excellent attitude behind my guided studies program." Would you tell us about your excellent faculty attitude?

(There was a long silent pause ended by general laughter)

Mr. Johnson: I have talked about basic studies three years now and they all know me. They accept me as the representative of the program, which in many cases they don't fully understand. I never try to explain it to them either.

(General laughter)

Mrs. Moore: In other words you keep your faculty happy with lack of information.

Mr. Johnson: Not exactly.

Mr. Mayall: Let me add something in here. Back originally when we staffed the Northeast Campus, as we selected teachers to work in the basic studies program, they went through kind of a dual interview. Not necessarily because I wanted acceptance by another leading chairman, my hiring this individual, but I wanted them to know these people. My people, although they come from five different content areas in the basic studies program, they are accepted as members also of other departments. I would say probably when it gets right down to it, fortunately, we have some campus leaders involved in our program they are concerned with the total value and they teach in these other divisions. In the summer when basic studies is not in operation, they go teach in another division. The first year we suffer a handicap, lack of students, and our people did teach a joint responsibility.

When people talk about our instructors in our division they say no. One, yes they are in the basic studies department. Two, yes he is a social scientist,

he is an English teacher. They are leaders. I'll give you an example: One communications teacher left his position because he was asked to head up another academic division on the South Campus. Another communications teacher became chairman in the English department.

Mrs. Moore: That's a very fine approach. A relatively new campus who employs teachers with a good philosophy before.

Do we have someone else who would talk about the attitude on your faculty?

Mr. Mayall: Let me add one other thing. We also receive applications when we get a vacancy in the basic studies program on both the South Campus and the Northeast. Our applications first came from people within the college in other divisions.

Mrs. Moore: Is there any difference in the salary schedule? You get no more consideration because you are in a guided studies program?

Mr. Mayall: I said we would like to get more.

Mr. Davis: We have fewer students and we want to help them. We have a lower teacher-student ratio. We have a lot of freedom.

Mr. Johnson: Let me say something about the South Campus. I think by and large our acceptance has been good. I don't think we would still be doing what we are doing if it were not so. But if you've got two, it only takes one, two or three out there, that can cause you to fail by asking: "How many kids in here came from basic studies?" "How many of you in here are from basic studies?" O.K. now there are those kids sitting there and, you know -- "oh, oh. We have the whole faculty against you." But just two or three instances like can cause some problems.

Mr. Light: That's the very reason I refused to identify to the English teacher the students that went from first semester general studies to English 113 last year. They were up in arms about it and I said, "Well, if you want to know bad enough you will go look on their records. If you are that interested, then you can know. But, other than that, I'm not going to tell you." And I think in the end they appreciated it, I don't know -- I hope they do.

Mr. Johnson: I can really say that most of the faculty on our campus, I think, are just willing to take those kids, work with them occasionally when they have a problem.

Dr. McBride: As a faculty member outside of basic studies I am amazed to hear that there are some that would ask this question. Because I judge my students on the basis of their performance in my class and I don't even know----

Mr. Johnson: Galen, they do come back in the end and say it happens, see. Not very often. If they were doing that so they could really help the kid if he needed some extra help or trying to help me in research and all that -- that's great, but all the time, these are just a few little----

Mrs. Moore: "Byron, you see it from another standpoint. Do you sense anything on your faculty that might adjudicate that there is a difference of feeling?"

Dr. McClenney: Of course, we are in a new institution at this point and absolutely not. In fact, we don't even have a split now between counselors and teachers.

(General laughter)

Mr. Light: Our unusual circumstance was that the need for our program was recognized by the administration and it was necessary to go outside the present faculty and try to hire someone to head up this program. All of the teachers, the first year were new teachers. This may have been one reason why we had so much trouble with the English department worrying about their standards. They would not really take the students where they were and try to teach them. They wanted to take them where they thought they should be and take them where they wanted them to be when they got through. Of course, that doesn't work.

However, what we did, we relieved the English department of their remedial teaching load and took over this function into the general studies department. I think this year we have the English people on our side. Now the technical people are on our side and I'm hoping when we get our new math course ready to go that the math people will be on our side. However, they are not right now. We have some people on our faculty who still don't understand that everybody can't run a race at the same length of time. It makes it very difficult.

Mrs. Moore: May I pick that point up there and try for another show of hands. How many of you have at least one person on your faculty who feels that everyone should race at the same speed? Now I get a different kind of response: That some people have not yet bought the philosophy that you are not going to have all the students functioning at the same rate of speed and they find it difficult to adjust their own courses of study.

Mr. Bass: Well it takes all of us a long time to learn. Even teachers would believe that. I think that if educators don't realize the educational need of the junior college students out there, who they are, and what's coming up in the future when we start recruiting for this extra 1200 students out there in that target population, we are going to need some more teachers. At the same time with all that need I think we have to have good recruiting programs. We have to really spend some resources to look for people who have broad perceptive, who will be sympathetic to this kind of thing and try to be as accurate as possible. Another thing is for the program to actually take leadership itself and to go out and say to the graphic arts teacher, to the industrial arts people, to the humanities people, "we need some help, can you help design a course for some of our students." And I don't know anybody who doesn't like someone to come to them and say, "will you help us out," or "can you help us out?"

Dr. Spencer: There is one point that ought to be made here. Some of you aren't fully understanding what Mrs. Moore or Mr. Light are talking about. Part of that is because so many of you come from new schools who have been organized with completely new concepts.

Mr. Light: We are 44 years old and we have one or two people that have been there for 44 years.

Dr. Spence: Well, not meaning to cast reflections on San Antonio College. But

we were talking about San Antonio College at lunch. San Antonio College was at one time considered by many people to be the best junior college in Texas. They had higher salaries. They had more faculty members with doctor's degrees. They were bigger than anybody else and they were considered the best junior college. Part of the reason for that being, what was meant by "best" was they had the highest standards, the best qualified students, they required more of the kids. That is not the basis upon which your new colleges were organized and you're looking at it from a faculty that was hired under a completely different set of circumstances.

Comment: But the junior colleges who have the self image of the ivory towers are not fully represented in this group. This is a select group of people who have taken an interest in leadership in this thing and the rest folks are going to have to follow along.

Mr. Light: That's the reason I am fighting a battle.

Dr. Spencer: The greatest difficulty in this kind of program and in this area are in the established schools and that's why Mrs. Moore and Mr. Light are talking about it more than anybody else.

Dr. Herd: Well we have a number of people on our staff who don't understand our program. I think we are slowly but surely moving toward a better understanding. Part of the problem is that we really don't know how to communicate what we are doing to them. But, we hear things like substandard, slow learners, retarded, all types of things. But I think this just kind of reflects society at large.

Mrs. Moore: I think that when we summarize what we are saying, we have two categories. The new and the old, all of whom to some degree are suffering labor pains. It is up to the people who are here today and others like us who aren't here today to pick up the ball and keep it rolling in spite of some of the setbacks that we have. I suppose that, in summary, we've said all there is to say on this particular subject.

Mr. Scarbrough: I don't want to structure the situation too much. But I thought I'd do something a little bit different and it may or may not work. We'll just have to see. (He passes out case studies)

Dr. Herd: While you are doing that, I have a question. Are you asked to justify the existence of your program?

Mr. Light: I think I am going to have to answer that question at the next board meeting.

Dr. Herd: I always wondered why you have to justify this program at a community college any more than you have to justify an English department or P. E. department.

Mr. Light: There are still people that believe that education should serve a certifying role in our society. And as long as there are people that believe that this is the role of education, then you are going to have to justify this kind of program.

Dr. Spencer: You have large number of people even on your own faculty, certainly I would expect the majority of the faculty of the Texas junior colleges, who would not vote in favor of having vocational and technical education in their college,

much less programs of the nature of basic studies-type programs.

Mrs. Moore: I would have to agree with that 100%.

Dr. Spencer: It is not college as they want it to be.

Mr. Scarbrough: What I would like for us to do with the subject of Positive Student Attitudes, Goals and Motivations is to break up into groups of about eight or ten, perhaps around the corner of the table and I would like for the group at this corner and at that corner to discuss just the case of Jesse. I would like those people at that corner to discuss Richard and at this corner to discuss Debbie. Now what I would like for you to do is to decide on five or six ways that you would use to help improve that particular student's attitude. What would you do for him? And we will discuss it for about ten minutes or so.

(Break for ten minutes of group discussion)

Mr. Scarbrough: I chose three kinds of problems. The first one has a really terrible background and that seems to be his primary problem. The second is the student who is very high aspirations. The third is the student whose motivated from behind by parents, family, friends, whatever who is of average ability who finds herself in the college situation, when perhaps really she doesn't want to be there. She is forced to.

I would be extremely interested in what you come up with though, perhaps if we could hear from the corner group over there.

Mr. Johnson: Which group did Jesse come from as you define the problem?

Mr. Scarbrough: Jesse was the boy from really poor background, very poor background. He seems to have very good ability. From his past we wonder how in the world he seems to perform as well as he does.

Mr. Zielinski: It seems to be the general consensus of opinion, as far as Jesse was concerned, that the initial thing would be that someone would need to establish rapport and in establishing this rapport to attempt in every way to emphasize his strength as opposed to his shortcomings, which, of course, are very apparent with the description here. Most of us felt that in terms of the deep seated problem that exists with really parental rejection and struggle for survival, that some type of psychiatric help would be in order here, in order to give this young man some insight to his own behavior. Then with continued support from someone, say the original person who has taken him and given him positive identification and continue along this line simultaneously. Also I think it would be very desirable to be able to remove this young man from the present environment where he is out on the streets and everything like that. And then through the corrective help of both the counselor, whoever was taken some interest, and the psychiatrist help this young man to develop a new self-concept and new identity. Then go into the area of establishing vocational objectives, determining whether or not his original objectives were good and to give him continued support from all parts of the basic studies program.

Mr. Johnson: I think the first thing that was said to us was that he needed a positive male image to look up to. This would be the same type of approval that you were talking about. I feel that it would be better for him if it were male.

One member of the group said that they felt he should be in a sensitivity group and let them take him apart. Some of us disagreed with that very violently from the background given to this young man. One of the things that we thought might help him, if he was really conscientious in this idea to become a social worker, was to try to direct him to someone that was worse off than he was, someone that could look to him for help. This might help him in building his own self image by saying, -- "well look I am not as bad off as I thought I was. Here is someone that is worse off than I am, maybe I can help them." If this works then he might be able to go ahead and with this idea of becoming a social worker. However, I still doubt it. It would be very difficult for this young man to ever become a social worker.

Mr. Scarbrough: Well he was a student I felt really needed attention. He really did his best when you would get him on poetry. He could really communicate that way. He seemed hardened. Although sometimes he could get right to the point of some other student's problem. He began to improve, he began to care more about his appearance. He began to comb his hair and shave and wash his teeth occasionally even and he began to wear clothes that were a little more in line with what the other students were wearing. He really tried to make friends, in fact he did make several friends. We certainly don't have very many answers because this actually is one of our failures. He was doing fine until about three weeks ago and he happened to move into an apartment with three other college students that were going to Baylor University. When he did that, that's the last we saw him. He stopped coming to class and we tried to get hold of him and couldn't. At that last report, he was going to drop out of school and he was going to go into the Air Force. This is painful for me in a way because I feel like this is a boy that we could have helped and it hurts that we have lost him.

Dr. Herd: Since he doesn't have the skill, but since he does have this interest in social work would be to try him as a helper with the counselor and a group and really zero in.

Comment: The service may be good. He may get an identity there with strong male figures.

Mr. Scarbrough: Perhaps we could go to this corner over here. I think you all had Richard.

Mrs. Moore: How old is Richard now? How old was he when he came out of the seminary?

Mr. Scarbrough: He is 22.

Mrs. Moore: We felt that was an important point that he had had 22 years more or less of a sheltered kind of life. Well, I think we have three or four suggestions here. I would like to tell you about Richard because I think he is working in my office. Someone suggested the first thing we should have on Richard would be records from the seminary with all their comment concerning him. If you had time to read about Richard you can see he really is an unusual case. Then someone said for an immediate step would be to get him to some kind of sensitivity group. It may be that he would have to be almost destroyed and then rebuilt by a sensitivity group. It would be a hazardous thing, but you have to try something and that might be it. Then move along slowly with a new kind of career counseling to help him find something else. I would like to say

that I have a young man working in my office that's on a work-study program. He is 24 years old and he is Richard as clearly as can be. He was finally rejected from a seminary and he is so "hung up" on sin that it's terrible to have such a feeling and he has taken himself to a psychiatrist and he is presently under the psychiatrist's care. Surprisingly he finally told me what the psychiatrist advised him to do and I will repeat it to you just as the psychiatrist told him except I'll clean the language up a little bit. He said you go out and find a girl and----- Now I don't think the psychiatrist wasn't right, but I said the psychiatrist had literally scared Joel out of his wits because when four o'clock comes if I must leave the office and he has to work, and there are other girls on work-study and they have to work in the office, and he has to work one man with a girl in there he develops a nauseating headache and he has to leave. You can not get him yet in any situation where he will work with a woman or a girl, and what's this new book on body behavior thing that I decided to read this week. You can't get him within three feet of a girl. If he has to hand her a pencil he will put it down and then she can pick it up. So if you have an answer to your Richard we would be delighted to hear it.

Mr. Scarbrough: I do not. In fact, the student that gets in the most trouble in terms of being difficult to help is a super religious person. I never get passed his rigid parents. I am always talking to his parents and if I'm not talking to his parents I'm talking to the child and somehow he presents me with a great many problems and I don't know how to cope with them.

Mrs. Moore: What was it you said you had a young man withdraw the other day from your program because-----

Mr. Johnson: His counselor is here you might want to say something to him.

Mr. Hankins: I don't know. I don't see a great deal of similarity. God had told him to withdraw. He was given directions. He was in the program, he had disobeyed God when he began the program. He dropped out with two and a half weeks left to go to make it right. He was passing very well.

Mr. Johnson: In fact, he ran for our student government and received the most votes on our campus. He was good looking very personable person. You even wonder if you could give him some direction to keep him in school.

Mrs. Moore: When we laugh it is because of our own frustration. We liked this boy saying that because we are so completely frustrated. What have you done with Richard?

Mr. Scarbrough: Well Richard is actually a composite of many students that I have. It was too painful for me to put together Jesse so when I got to Richard and Debbie I made those up. They are real people. It's just that they are several people, not just one.

Mrs. Moore: Well we have had several people in San Antonio like Richard because of our two very fine seminaries there. We do get a number of people from the seminaries who have either chosen to withdraw or who have been academically unable to continue and they come to us all about 22 years of age. They are really afraid of the world, they are afraid to drive on the expressway or they do not even know how to drive a car.

point very well. The first one's name is Paul and heed the name. He is from what we sometimes refer to as the Anglicized group. He says "I don't want to be a Mexican-American. All I want to be is an American. I was born in this country. I was raised among Americans. I think like an Anglo. I talk like one. I dress like one. I am sure I don't look like one and sometimes I am rejected by them. But it could be worse if I spoke Spanish or if I was of Mexican descent rather than Mexican-American." He says: "I am sorry I do not get along well with my parents, but their views are old fashioned. They still see themselves as Mexicans and they do not understand me. There are times we argue, but I ignore them. In fact, I had to move away from home because of our disagreements. I wish these people who are always making noise about being Mexican-Americans would be quiet. We would be better off if they accepted things as they are. I want a good education. I don't want to be poor or discriminated against."

Now, the second student's name is Roberto and notice the difference in names. He is an identifier. He says, "I am proud of being a Mexican-American. We have a rich heritage. Mexico is a great country which is progressing fast and has a wonderful history and a wonderful culture. My family is the most important thing in the world to me. (again, a very important point) I owe my parents everything and I will never complain when they need me. I don't want to be like the Anglo because they don't care about their families. They just care about themselves and making money. They don't like anyone who is different. At school the teachers would ignore you if they knew you weren't going to college and most of us Mexicans couldn't afford it. The things I learned at school are against what my parents thought and I had to choose my parents because they are old and they may need my help in many things. I know most people, even most Mexican-Americans, look down on us because we are Mexicans and I hate them. It is unhealthy, it is unnatural to want to be something you are not."

Now, the third person is a girl and her name is Rosa. Rosa was a very unusual person and she says, "I am happy to be an American of Mexican descent. Because I am a Mexican I've learned to be close with my family and they have been a source of strength and support for me. If things ever got too bad on the outside, I could always come to them for comfort and understanding. My Spanish also helped me a lot in my education. It will also open a lot of doors for me when I go looking for a job. As any American I am happy to live in a great prosperous country where we have a freedom to achieve anything we want to. I feel that all that I have achieved I owe to my parents, encouragement of my teachers and a chance to live in a country like this one. I feel very rich and fortunate because I have two cultures rather than one."

Now you have a story here of three different individuals and dealing with the question of cultural conflict these are the type of questions that you have to deal with. You have to deal within extended family groups. Its like a student in class that says: "Look I come from the extended family. If I come to school, if I come to college to complete a program here, I am going to have to move and leave that. My parents don't want it. In fact, my parents don't want me to be here. They want me to be out earning a living."

This is the type of culture conflict that we are dealing with. It's identity, it's within the family group, it's within religion now and doesn't make a great deal of difference whether its the catholic religion or any other religion. The emphasis, of course, is still lacking. What makes it most difficult for,

particularly the Mexican-Americans students, whether he likes it or not he is forced to choose. He is forced to choose and this is where the conflict comes in, he is forced to choose what he has been taught in school for 12 years against what his parents, and in many cases the churches, have been teaching him. And in many cases you can not find anything any more in direct contrast than this. Now this is the kind of problem that I have to deal with or that I am trying to deal with. Anybody have any suggestions about how to deal with it? We are open for discussion now.

Comment: I think its very important that if we could possibly teach written English as a second dialect. I don't know anybody who is doing this.

Mr. Light: By the time you get to the junior college level its too late. They are illiterate or functionally illiterate in two languages. If you start it when its supposed to be started in kindergarden or headstart or first grade then fine. It should have been done 50 years ago.

Mr. Scarbrough: Jerry, what are you saying?

Mr. Light: I'm saying we've got problems.

Mr. Scarbrough: Well, you are not saying to give up, are you?

Mr. Light: No! No! I am asking you for solutions. I presented the problems as I am faced with them, now you do what about them?

Mr. Bass: Ask Rosa. How did she get that way?

Mr. Light: Well that is the point. As long as Rosa is willing to move away from her border community, Rosa is just fine. But if Rosa desires to stay there she has got problems. Because she will be rejected, in anything.

Mr. George Thomas: College of the Mainland - You mean she will be rejected in her own community.

Mr. Light: Yes, by both communities in some cases.

Mr. Thomas: I don't think so unless Rosa is not considerate of her own people.

Mr. Light: She is not considerate of them or she wouldn't be able to do this. This is the point I am talking about.

Mr. Thomas: Are you saying that she is not considerate of them?

Mr. Light: No, what I am saying is, she will be forced to make the choice. She made the choice, she chose to choose what she felt was the best in both cultures. Because of this, she is "neither/nor". She is in a state of limbo. She is in between.

Mr. Thomas: I really don't see this as a problem.

Mr. Light: It is for Rosa.

Mr. Thomas: Because the situation requires that she be able to identify with

her heritage and also live in the environment that she is in. Apparently that is what she has learned to do.

Mr. Light: That is fine, but her past doesn't identify with her because she is half and half.

Mr. Thomas: I don't see why it doesn't. There is half of her that identifies with her heritage and then the other part of her has prepared her to live in the particular environment that she is in.

Mr. Light: Well, I have a friend that lives in Colorado that finds himself in this particular fix. He and his wife are both school teachers. They have just purchased a new \$25,000 split level home on the right side of town. He is of all people most unhappy because he has tried this. A good friend of his in Denver, Colorado is Corky Gonzales, the leader of the crusade for justice there, the Mexican-American movement in Denver. He and Corky are good friends and Corky keeps telling him "you have turned your back on us." He is of all people most unhappy. He is neither/nor. He is half and half.

Mr. Thomas: The question that comes to my mind is, "is he justified in feeling the way that he does?"

Mr. Light: It doesn't make any difference whether he is justified or not. That is the way he feels.

Mr. Thomas: But I think it does. I think it does make a difference.

Mr. Light: No, it doesn't make any difference what a point is, it is how you see it that makes the difference.

Mr. Thomas: But what I am trying to say is that sometimes we can see things unrealistically.

Mr. Light: Oh, I wouldn't argue that with you.

Mr. Thomas: If this is the case then I would say that it does make a difference how he seems himself.

Dr. Spencer: Jere, the only approach a person in Brownsville can take-----a person from the Chicano culture-----is to stay within that culture and adapt the advantages that education has to him in that culture.

Mr. Light: That's right.

Dr. Spencer: In effect, he can not choose to be in both cultures.

Mr. Light: Under certain circumstances, but basically no.

Comment: Isn't this a very specific thing rather than a generalized situation, then? Because you talk about a limbo, a neither/nor situation? I look it as an evolutionary situation.

Mr. Light: You are definitely right. This is what the school has taught the child for. This is what the school has directed the child toward. But the child, well it just doesn't work that way for the child.

Comment: Well, you have your own answer then.

Mr. Perry: This is not unique in Rosa. Actually this is a very common thing. It is not restricted to the Browns. You have also the same problem with Blacks. You also have the same thing with the poor Whites across the road. The educational system fits him for one culture and if he is to make a success he must perform in the other culture. However, at the same time he is going to get a certain amount of rejection by his own culture----by his own people.

This is not a unique problem. It is one that we as educators must face. Somebody's got to come up with the answer. I think among the answers are the consideration of to what end do we educate this particular person. Do we educate him to serve as a social worker within the Black community? or the Brown community? or the Yellow or Red? Or do we educate him to perform in the dominate culture? And, in any event, there comes a time at the end of the day at five o'clock when that person must return to his home in his community. It is at this exact point in his life where he becomes acculturized. It is to this end that we must address our solutions.

Comment: I would like to hear your solution sir.

Mr. Perry: I haven't found it yet.

Comment: Well, you are eminently qualified to speak on it.

Mr. Thomas: I guess a lot depends on what the individual wants out of life.

Mr. Light: This is true. I will agree with you there. I know some people that are in Rosa's position that operate within what they call "the system" and make it operate to their needs. They don't have this particular problem in the valley. If they would move to Houston, they might. They have it in Denver.

Mr. Johnson: Maybe if in some way we would try to help the student to realize that this is going to happen. Maybe they don't realize it.

Mr. Light: I hope that is the solution because that is what I have been trying to do. "Be aware that this could very well happen. Now, how strong a person are you? What do you really want? Do you want to accept this with the consequences?" That is what a part of our General Studies social studies course is built around. It is centered in the extended family or nuclear family concept because this is where this particular conflict usually begins. The idea that the school goes to the mother instead of the father to check on the children----which is contrary to a father centered family. Welfare does the same thing. There are many little things that we don't sometimes think about unless you make a special study of what actually happens.

Mr. Johnson: Clifton, do you remember that conversation I sat in on at lunch up there at our school the other day with you and a couple of Black fellows who came down and you all were talking in a round about way about this thing and I heard some good comments. I don't know whether you would want to tell about it.

Mr. Light: Dr. Andrew Goodrich works for AAJC and is from Memphis, Tennessee. I am from about 80 miles north of Memphis. And as we were reminiscing about old times and our reminiscences didn't see eye to eye even though we were

talking about the same thing. Those of you who know Dr. Goodrich, he is Black. He is a very intelligent man, especially to be coming out of Tennessee. But, what I am saying is, we are not saying if he is going to function in the main stream we are going to have to turn him White. I don't think we have to now. I think that once upon a time we did.

Comment: Don't we see people crossing cultural lines now and this is the final solution, to continue to cross the cultural lines until there are no cultural lines.

Dr. Spencer: Exactly the point that Jere is making is that you can not do that, at least not in the Chicano culture.

Dr. Herd: If you haven't been able to doesn't mean they can't work toward this.

Mr. Light: Let me say two things. First of all, Mexico is a mile away. Its a river away. There is no way that you can break that barrier. Now the Germans that came over here had a whole ocean between them. They were able to break the barrier. They didn't have the ties. But the ties are there. They are there, you can't break them. There is nothing you can do about it and I think I know what you are going to say.

Mr. Clifton Van Dyke: I think we are going to have to assume certain things about the various ethnic groups that we have. Then we are going to have to break it down to an individual basis. Now I am,--its pretty obvious, from the Black community. There is no doubt about that. How well I function in the predominant society is a question mark. Each morning I wake up and look in the mirror, I know that Clifton is Black. I know that I don't have silky straight hair and I am not saying thats the best kind of hair to have. The thing is I am as I am. Each person's possibilities function in the light of particular circumstances that explain him to the best of his ability. I can't forget what I am. Nor can I forget what I am not. So I think it all boils down to a kind of a self awareness of what you are and who you are and, if you please, who you may be if you so desire. So its got to be an individual kind of thing.

Mr. Thomas: Let me get this word in right here at this point. Clifton and I are the results of our experiences. Our experiences that taught us to live in the situations that we are required to live in.

Mr. Van Dyke: I was just telling Mary here that the people that served us in the line where we happened to have had lunch today, some of them were friends of mine. We were in school together and they are still friends of mine. If I had passed through that line and had ignored them, perhaps there would have been some bad kind of comments because of that. Saying perhaps: "Look at him he thinks he is better than we are." I see myself as being just a person that has a particular kind of job to do and does certain kinds of things. I view whatever occupational field another person might be in as being his particular bag. Once I think we arrive at a point of saying that I have this good kind of feeling within that I am going to let some good things come with-out. Then I really think we arrive. You have to know where it is at in other words.

Question: Do you think its essential or how essential do you think it is? Do you really have to identify strongly with one culture?

Mr. Van Dyke: Well, when you say identify there are several areas that you can be concerned with you know. The physical is enough for Black people because you can't wash it off. There is no hiding place.

Mr. Perry: Clifton, may I make another point right here, if you will excuse me. You spoke of a river being only a mile away, a short distance from the background for the source, the mother of that particular culture. When you consider the Red man. He was here in the beginning. In many areas he thinks he looks back on his origin, his roots and he sees himself in an entirely different light than that of the Mexican-American because Mexican-Americans make an immediate identification with their river. You take a Black and identify, which culture, with what culture. In many instances the Blacks in America were here long before the people presently identified as dominating. They were here many, many generations before and people around in that case could go back three generations. At the present time the average American Negro is a conglomeration of many cultures. My grandfather was Irish and the Kelum Noble House was a historical shrine in Houston. I would feel very hot and mad and everything else when someone would have me to deny the heritage of being a native Texan, two generations Houstonian. We identify with this type of culture and it is the forgetfulness of this identification of the origin of the face and name. Therein lies the main difference between the Brown and the Black culture, in the identification.

Dr. Spencer: Mr. Perry, let me interrupt you at this point. The point of the topic was not for us to solve the problem. We have accomplished the point of the topic to the extent that we should all be quite aware of the background of the particular people we are dealing with. You get quite a different idea of dealing with a Chicano student in deep South Texas when you've been there a while and at first you are going to save their souls and you are going to get them into our culture. Then after a while you get over that.

Mr. Light: And you find out that you like tortillas and beans and have grown up on baloney and crackers.

Dr. Spencer: But the thing is that you learn that its quite to their disadvantage to make this assumption. The point I am getting at is I do not think we are sufficiently aware in this kind of program, where many of the people come from minority cultures, of the cultural background of the students. We need to be very aware of this background in developing our programs and supporting each student and getting a student to see where, in spite of his different background, he fits into the college and what the college can do for him and so on and so on.

Mr. Thomas: I would like to make this point right here. I think that we should be aware, as you stated, of the cultural differences. But on the other hand we should also be aware of the differences within each ethnic background. I mean just because a person is a member of a particular ethnic group it does not mean that he holds all the values of that category.

Mr. Light: This is true. I am glad you brought it up because this is a very important point. If you find a Mexican-American who is not Catholic, then your teaching approach on many subjects as related to the family has to be very different. Because, if it doesn't, it doesn't relate. Especially if there are two or three generations removed from Catholicism.

Mr. Johnson: What I hear makes me really believe even more what I heard Terry O'Bannion say this summer, that for these students the individual should become the subject matter. That we should study the individual student somewhat. Set up a curriculum where he becomes the subject matter rather than take content and try to feed it into him.

Mr. Light: That's what we are trying to do in a certain sense. One of the books that we are using in communications of, Dr. Lewis, is Families. Now these are supposed to be remedial students, reading an anthropological study. They really like it because it deals with the background that they have an understanding of.

Dr. Spencer: If I may, let us, because of the hour, move on. Since, I believe you all are from out of deep South Texas, the cultural problem may not be as great for you as it may have seemed to me.

Mr. Light: No, it's there when you are dealing with the Negro, it's there when you are dealing with the White. I came out of the rural south and, like I told you the other day, the liquor by the drink issue is a moral dilemma for a good Baptist out of the Bible Belt. From that point of view, there are always things that are coming up that present these cultural conflicts. Whether it's family background, whether it's religion or whatever it happens to be, it affects everyone. It's just that some of us, through education or some other means, have learned to cope with it. These students have not learned to cope with it yet and we have got to help them learn to cope with it.

Dr. Herd: Well, I would like to stand up and say that I am not going to help anybody learn to cope with a situation that just perpetuates that evil. We have a sign in our department that says: "You are a creature of the universe. You belong here and I don't care about anything else."

Mr. Light: Nobody is denying that.

I had a very embarrassing situation come up because I'm a social scientist and not a doctor or anything. In class, in our discussion of family structure, I was asked to speak on the subject of birth control. They said, "We can't go to our parents because they don't know anything about it. We can go to the priest, but if we do we have to take a dressing down before he will explain to us. Now if you are going to teach us about family, tell us about it." So you find yourself stuck out there on a limb. Now this is the type of cultural conflict that we have to deal with. Here is something that the students really wanted to know and had need to know, because I had a group of secretaries in that particular class that know that if they could become contributing members of the family that they are going to have to keep from having kids.

Question: You did deal with that?

Mr. Light: I did.

Dr. McClenney: I think it is very unfortunate that this 10th topic is always the runt of the litter. It always comes up when people have gotten off in four or five little splinter groups talking about things that have been kind of exciting. Also when the sitter gets tired out and the people are ready to go home, because really it ought to be number 2 in terms of this order I see. When we started talking about goals I think probably the next topic we ought to talk about is Evaluation. I think ultimately the ability to perpetuate these

programs is going to rest on our ability to show that we have in fact accomplished the goals we set out to accomplish. I am not about to make any kind of formal presentation nor try to stimulate too much discussion when people want to go home. But let me make these two or three observations that you might react to just briefly.

I have been hearing several kinds of things today, one saying a primary goal is to help enhance the self-concept of persons who come into these programs. If that is the goal, then I think you need to be thinking specifically about how you are going to evaluate whether or not a person has in fact developed a more positive self-concept. You know, do you have a pre-test that measures the self-concept of a person and then when you completed the program do you have a post-test of how he sees himself at that point in time? Then do you compare those two to see whether or not he has in fact gained a more positive self-concept. This is one question you need to deal with.

Another that I heard was that we are trying to develop certain kinds of skills. We are trying to remediate. Well I think also if you stop and think about evaluation, this presupposes that you are going to do some things to find out what the status is with the students in the program and also you are going to do some very definite things then to find out whether or not they've obtained certain levels of skills by the time they have completed that program. Someone else said that maybe these two were not really separated that maybe you should try to link the two and, if so, I think you need to link your evaluation if this is in line with the goals. If you have as your goal to recruit minority group students, then the extent to which you recruit minority group students is going to give you a single measure of evaluation. If you have as your goal to help each person make a realistic vocational choice, then when they have completed your program you ought to find out whether or not they have all made vocational choices that they feel like are realistic and that you feel like are realistic.

Someone else indicated that maybe we shouldn't be worrying too much about grades in the traditional sense, but rather we ought to be measuring residual gain. Take him where he is and let's see how far he goes. Well, if that's the goal, I think that also indicates that you are going to have to determine where he is when you get him and have some indication of how far he has gone. Now I guess what I want to say is what are you doing to get at those kinds of things and I'll leave it at that to see what kind of reaction we get.

(There followed a long period of silence)

Dr. Spencer: This is where it always got quiet. It got real quiet right here.

Mr. Light: I think that a lot of us possibly could answer that question on an individual's student basis. I know one of the test questions at the end of our personality test deals with "what type of behavior mechanisms have you used in the past to justify your failure." And I get some real weird answers to that question. In another one, in light of our study of personality, "do you see yourself as being any different than you were when you started this program?" Some of these kids are able to pinpoint where their problem is. Now whether they can do anything about it or not, I don't know yet. But if they are able to pinpoint it, it looks like they could get some problems solved if they had the proper counseling.

Dr. McClenney: Well are there instruments that you can use that are somewhat objective that will allow you to have a fairly unbiased view of whether or not he has made progress in his attitude toward others in the way he sees himself?

Comment: I think this can be measured, but I don't think you are going to be able to measure it necessarily with the conventional objective type of tests.

Mr. Zielinski: We talk about the system's approach, the positive aspects of education; I think you can, through the system's approach, establish the behavioral objectives. You have this clearly defined. You know what it is you are attempting to measure. You can design a test which will measure whether or not the student has learned the objective that you have him set up for. The area with which you are going to have the most difficulty is the attitudinal or behavioral objective in relation to attitude as I have said before.

But you can design a situation where you can put a student in and through the behavior that's exhibited on the part of the student, tell whether or not he has learned certain changes in attitude.

Mr. Mayall: I wish we had Dr. Morris Hartsell here to answer that question for us.

Mr. Zielinski: Would you say that he disagrees with what I am saying?

Mr. Light: No, he agrees with it fully and has developed instruments to try to do this with the dental students.

Dr. McClenney: I think that most of us realize the need for a formal, understandable way to report what we've done, accountability. I think most of us understand that. I think we are on the threshold of being able to do that, realizing that it's just as important to wrap-up and follow-up as it was to get started. Many of us have been at the point where we are excited and where we are working in program development and we have a need for a research officer, a statistics person, a person who does this for us, who works with us. That means money. We have a real need for that.

We have done some evaluation in terms of our communications course this semester. We are using a research design, pre- and post-test on writing to answer the question, "how much are we teaching the writing that we say we want to teach." The psychology course has some student opinion evaluation. As long ago as a couple of years in the reading improvement, we found out that there was an average gain of about a year and a half for a student who put out a normal effort in the reading improvement course. We have then, a need to start logging observations like, "I talked to Donald Williams yesterday." He started the developmental program three years ago when he would not look at anybody, he would avoid people. I never heard him talk for a year. I talked to him yesterday. He is going to Texas Southern University. He told me a joke. He talked to me for ten minutes about his girlfriend. That is the kind of evaluation that I think we are going to have to get used to doing. Like developing attitudes toward learning. Like, at one point during our afternoon session there were twelve people around the coffee pot.

Mr. Light: This would be one way to put TV into operation---to do just the things you are talking about. We have had students who will come to class and never say a word---never, even if you ask them a question. They just look

at you.

Dr. McClenney: One of the things that I hear you all saying that I think is extremely important as it applies to evaluation and that is the word "analyze". I think it is extremely important that we be cognizant of the fact that, number one: We must analyze that which is to be learned and find out whether or not it is actually relevant and significant. Secondly, we must analyze the learners to see whether or not it fits into the picture and then proceed with the evaluation.

Mr. Light: Two quickies: One of them is that since so many of our proper techniques are still in the process of coming, I would like for us to remember that this great degree of scientific objectivity which we assume exists in all other departments, probably doesn't. The second point is: I think that there are some real possible potential benefits in using semetric differentials, the degree to which something exists between two opposites.

I like the use of your word "forma" rather than objective.

Mr. Washington: We are not able to observe the results that I have observed of something with the program. This is my third year. Now when I first came to work in the program, we had 350 students enrolled that year. If you can keep in mind that these were 350 students that would not have been admitted to college without programs such as ours. Then the following year 70% of those students returned. I think its well worthwhile even though the numbers dwindled, you have 25 persons that have improved themselves that much. Some of these people have gone on to four year institutions.

Mr. Light: One of the interesting evaluations that we tried to do was an attempt to equate our communications classes with our remedial English classes and in the 67 or 68 school year, 78% of those taking the two semesters of remedial English failed. Now the percentage was a little bit lower the next year because we changed department heads, but this is a true evaluation of your program. Our retention rates for the second semester last year was higher than it has ever been, we only had about 2% drop. I like to attribute it to the General Studies Program.

Mr. Johnson: You know Don, I think, made an excellent point a while ago that some of us who have been in this thing a while should stress. If we could impress on whoever we need when you develop these programs, if they should assign you people who are specialists in research and all this to work with the division chairman or department chairman who does not have the time to do what needs to be done. We can help, but we don't have the time to do a real adequate job.

Mr. Light: Some of us have to go back and redo our basic statistics course and they are ready to start the thing and that took a great deal of time too.

Dr. Spencer: One of the things that we are going to ask for in our application for next year is the funding of a rather massive evaluation project. If this succeeds we will come to your colleges, all of them I hope, and ask for permission to do some outside independent evaluation of your program. We would like to have money to hire an outside source and have him come in and do all sorts of things.

Let me say one thing before we break up. As bad as we talk about our problems

being and as many things that we would like to change, isn't it even more terrible maybe that we are so much better off than the school system below us and the one above us.

I think its indicative of the kinds of people involved in basic studies programs that we called a meeting and had 37 people committed to come and 36 of those 37 showed plus one extra.

I do thank you for coming and I think it has been a very worthwhile meeting, we have the golden opportunity for basic studies programs of having the morning session on the board members conference next February. We will have a whole morning to work on Texas junior colleges board members on this same thing. Then, we have a conference already scheduled from the Compensatory Education Project to call in all of the other colleges in Texas who do not have these kinds of programs and try to put a little sales job on them too.

If we can be of any help to you or if you run across anything you think can be of any help to us, we would certainly appreciate it. We have the money to hire some consultants for you if you have use for any consultants in that area. We would be happy to come ourselves at anytime we can be of any assistance to you and we certainly will need considerable assistance from you before this is all over.

Mr. Johnson: I would like to add my words of thanks for somebody sponsoring such a group as this. Some of us had talked about this a couple of years. This is the first time I've really had a chance to hear about some of the other programs that are going on.

Dr. Spencer: We really have almost anything being done somewhere in one of the junior colleges in Texas. Its amazing when you travel around how much is being done.

Mr. Zielinski: I always like to see a conference break up with a positive note. With your permission although we've been sitting here talking about problems all afternoon, I would like to consider before you go back to your respective colleges just what a great job and how much good you are doing even though you do have problems. We often times forget in light of the fact that we have problems, that there is a great deal of good that we do in working with these people.

CONFERENCE OF FACULTY AND ADMINISTRATORS

FROM "BASIC STUDIES-TYPE" PROGRAMS

Commodore Perry, Austin, Texas
November 20, 1970

Session I 9:30 A.M.

Introductions and Purpose of Meeting: Tom Spencer, Compensatory Education Project

Topics:

1. Goals of Programs: Don Bass, College of the Mainland, Presiding
2. Recruiting, Including Freedom of Choice v. Assignment and Transfer of Courses: James J. Carolan, Wharton County Junior College, Presiding
3. Counseling, Including Involvement of Family: Joseph Zielinski, South Campus, Tarrant County Junior College, Presiding
4. Placement of Students: Ruby Herd, El Centro College, Presiding
5. Testing of Students: Sallie Cowgill, College of the Mainland, Presiding

Lunch Break 12:00 Noon

Session II 1:15 P.M.

Topics:

6. Structure of Educational Program:
 - a. Individual Courses v. Full Program
 - b. Random Selection of Sections v. Blocs
 - c. Segregation v. Integration Into School
 - d. Extra-Curricular Activities
 - e. Use of Tutors
 - f. Individualized Instruction
 - g. Contents of Program

- Charles Johnson, South Campus, Tarrant County Junior College, Presiding
7. Acceptance of Program by College Community: Cathryn Moore, San Antonio College, Presiding
8. Development of Positive Student Attitudes, Goals and Motivations: Jerry Scarbrough, McLennan Community College, Presiding
9. Culture Conflict: Jere Light, Texas Southmost College, Presiding
10. Evaluation of Program: Byron McClenney, Eastfield College, Presiding

Adjournment Between 3:00 and 4:00 P.M.

Designated Participants in the
Conference of Faculty and Administrators from "Basic Studies-Type" Programs

1. COLLEGE OF THE MAINLAND

Mr. William Perry, Director of Technical-Vocational Programs
Mr. George Thomas, Director of Academic Programs
Mr. Don Bass, Chairman, Humanities Division
Mrs. Sallie Cowgill, Counselor
Mrs. Carolyn Hartnett, Instructor of English
Mrs. Janith Stephenson, Instructor of Reading
Mrs. Maybelle Stout, Instructor of Psychology

2. EASTFIELD COLLEGE

Dr. Byron McClenney, Dean of Instruction
Mrs. Charlene King, Division Chairman of Guided Studies

3. EL CENTRO COLLEGE

Dr. Ruby Herd, Chairman, Division of Guided Studies

4. MCLENNAN COUNTY COMMUNITY COLLEGE

Dr. Marvin R. Felder, Dean of Instruction
Mr. Larry Gilliam, Dean of Student Services
Mrs. Carolan Nance, Developmental Studies Program
Mr. Jerry Scarbrough, Chairman, Developmental Studies Department
Mrs. Ruby Sanders, Instructor, Developmental Studies

5. MOUNTAIN VIEW COLLEGE

Dr. Eldon L. Miller, Dean-Instruction

6. SAN ANTONIO COLLEGE

Mrs. Cathryn Moore, Director of Guided Studies
Dr. Max Jabs, Associate Dean

7. TARRANT COUNTY JUNIOR COLLEGE DISTRICT, NORTHEAST CAMPUS

Mr. Mike Mayall, Chairman, Division of General Studies
Mr. Larry Davis, Chairman, Department of Basic Studies

8. TARRANT COUNTY JUNIOR COLLEGE, SOUTH CAMPUS

Mr. Charles Johnson, Chairman, Division of Basic Studies
Mr. Allen Triplett, Chairman, Vertical Team and Assistant Professor of
Natural Sciences, Basic Studies
Mrs. Mary Lyons, Chairman, Vertical Team and Instructor of Communications,
Basic Studies
Mrs. Marilyn Monger, Chairman, Vertical Team and Instructor of Social
Sciences, Basic Studies
Mr. Abraham Washington, Counselor and Assistant Professor of Career
Planning, Basic Studies
Mr. Don Hankins, Counselor and Instructor of Career Planning, Basic
Studies
Mr. Bill Moore, Counselor and Assistant Professor of Psychology
Dr. Galen McBride, Chairman Department and Professor of Math

Mrs. Betsy Overholser, Instructor of Reading
Mrs. Marjorie Barksdale, Instructor of English
Mr. Joseph Zielinski, Director of Counseling Services

9. TEXAS SOUTHMOST COLLEGE

Mr. Jere Light, Director, General Studies Program

10. WHARTON COUNTY JUNIOR COLLEGE

Mr. James J. Carolan, Basic Mathematics
Mr. Jerome Novosad, Personal and Social Adjustment
Mrs. Mary Anne Sandel, English
Dr. Ora E. Rhodes, Dean of the College
Mrs. Emma Gean Schroeder, Instructor of Reading